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AUTHOR Lee, George P.
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ABSTRACT

This handbook contains general resource information for program planning in Navajo education. Contained are listings on: 1) Key Questions; 2) Community Education and Local Control; 3) Education Laboratories; 4) Steps in Starting A Community College; 5) Recommended Books; 6) Bibliography of Instructional Resources; 7) Program Planning and Proposal Writing; 8) National Foundations; 9) American Indian Education; 10) Some Thoughts on Education; 11) Quotes by Great American Leaders; 12) Senator Friends of Indian People; 13) Indian Desks in Washington, D.C.; 14) Federal Programs; 15) Educators and Consultants in Indian Education; 16) Fellowship and Internship Opportunities; 17) Legal Assistance and Interpretation; 18) Indian People; 19) Periodicals, newspapers, and newsletter; and, 20) Financial Aids for Career Studies. (Author/AWW)

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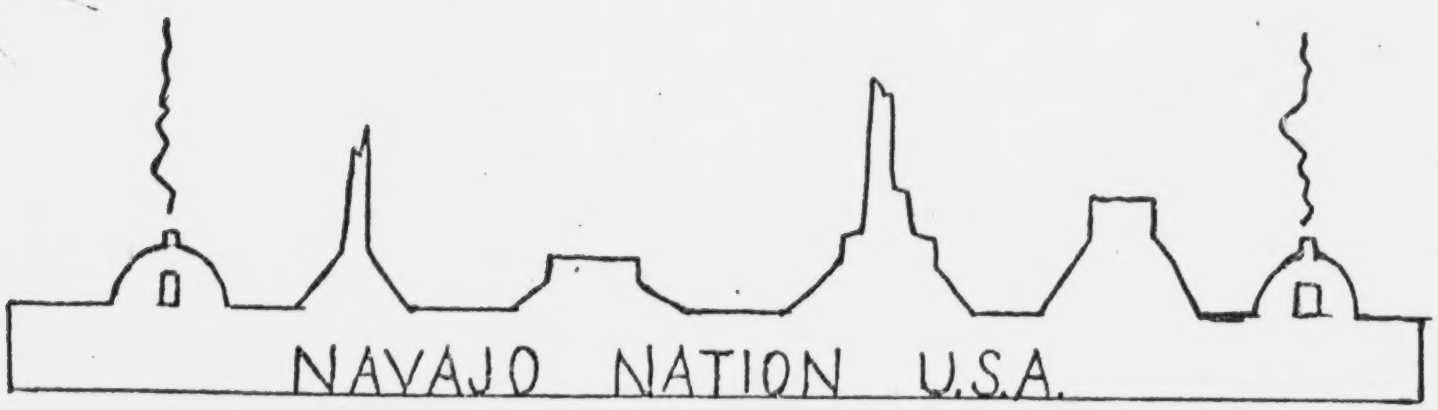
# MEMO TO NAVAJO COMMUNITY SCHOOLS

Everytime someone says how good we Navajos are with our hands, I want to ask: "Why not give us a chance to show what we can do with our minds?"

-Peter McDonald, Inaugural Address
January 5, 1971

BY GEORGE P. LEE



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## AN OPENING WORD

Indian people are outstanding examples of what can happen to people living in a welfare state. In an ordinary American community, the people have control over what government undertakes to do for them - electing local public officials, school boards, county commissioners, state legislatures and the Congress; a free press, civic clubs, professional associations, labor unions, civil rights organizations - all are free to criticize government for the way it handles the job. The effort to keep government agencies responsive to the people goes on continually.

It is almost impossible for the ordinary American to understand the absolute domination of the lives of Indians by government agencies over the past 100 years.

What American community would stand for a government-sponsored school program that completely ignored American history, forbade its children to speak English, undertook to teach the children a completely foreign language and carried on all its instruction in this foreign language? This is similar to what is happening in many American Indian communities today.

What American community would stand for a state planning agency that did all of its planning in private - that decided where roads would be built, where schools would be built, what would be taught in the schools, what funds should be spent for vocational training for its high school graduates, and what should be available for college training; that decided in its planning that since people had been hauling their drinking water five to 15 miles for many years, they could continue to do so - all of this, among other things, without asking the people for any opinion at all?

This is hard to believe, but this happened to Indian reservation population for many, many years. There are still sizeable remnants of this practice in effect today.

This bureaucratic domination over the lives of the Indian people for more than a century, has taken away opportunities for using their own judgment, assessing their situation, planning, and implementing programs designed to meet their needs and problems. It has forced them into the role of unconsulted receivers of services that may or may not make sense to them, resulted in serious dependency, hopelessness, loss pride, and what appears to be lack of responsibility and lack of ability to make decisions.

Not all is hopeless in the total Indian education efforts today. Indian leadership, both on the reservations and in the cities, is growing in sophistication and in their ability to chart their own future. The demands for the right of self-determination are increasing.

And, for the first time since the elaborate and successful Cherokee and Choctaw school systems were dismantled by the federal government nearly one hundred and thirty years ago, there are Indian controlled schools in operation such as Rough Rock, Navajo Community College and Ramah High School.

Many Indian people across the country have been cheered by this recent trend; but many remain suspicious of anything, even self-determination, offered by the dominant culture. These Indians fear that fine flowery talk about community control masks a desire to cut the Indians off without any funds to support them. They reason that it is better to live perilously under familiar bureaucratic domination than to be denied all resources except those of the reservations and the Indian community itself.

Congratulations to these schools for daring to be different, daring to change, innovative, experiment and daring to deviate from the conventional way of doing things. These schools were first imagined by Navajos, fought into being by Navajos, and are being run by Navajos in accordance with the desires of local Navajo communities.

In the following pages there are some key questions pertinent to community schools as well as some quotes, hints and suggestions that I hope will be encouraging and beneficial to community schools such as yours. I lay no claim as an expert in Indian education nor attempt to offer your school solutions that would remedy all your needs and problems. But as a concerned and interested fellow Navajo educator, the following were dedicated. Some of the information may not have any relevance to your particular school, but I hope most of them will.

George P. Lee

## SOME KEY QUESTIONS

1. Have Navajo community control schools made successes as schools or made successes as community projects? Is there a difference?

2. Has the school formulated its philosophy and purpose? Is it planning and developing a program designed to achieve these purposes? Is it revising its program on the basis of evaluation?

3. To what extent do Navajo communities actually control the formal education of their children? Are they affecting the decision-making processes involved in school administration?

4. Are the bi-lingual education programs sound and balanced? Is the school teaching heavily in the native language and neglecting the English?

5. What programs are available or being developed to assure jobs or further training for those that are trained to speak, read and write the Navajo language.?

6. Are there adequate and sufficient curriculum materials to justify the teaching of tribal history and culture? Is the system and operation of tribal government being studied in relationships with state and federal government structures? Do these units include a study of the contemporary social economic and political issues affecting relations with Indian populations of the country?

7. Is there a dilemma whether to teach only Navajo history and culture or the general history of Indian people across the country?

8. Again, is the history of our country being neglected in preference for only Indian history and culture?

9. Is there continuity in the bilingual and bicultural programs, such as elementary through secondary and secondary through college? If not, why not?

10. Are there many well-intentioned teachers, Indians and Non-Indians, being handicapped by the dearth of appropriate materials?

11. Is there a systematic program developed for recruiting, selecting, and training paraprofessionals drawn from the community?

12. Does the school offer an in-service training program for Indians and non-Indians?

13. Does the school offer special counseling and guidance provided for Navajo pupils with particular attention to their needs for vocational and educational information, scholarship and financial help, and assistance with problems encountered in school?

14. What about home visitations, adult education programs, student tutors, etc.?

15. Is the philosophy "all Indian staff" sound and feasible? If so, what evidence or reasons are there to support and substantiate this claim?

16. Should the school hire an Indian on the basis of him being Indian and ignore experience and educational qualifications?

17. Is the school recognized as a private, public or a government school?

18. Does the school employing more teachers than student ratio? If the teacher-pupil ratio is favorable toward teachers, is the school cutting down on teachers to save monies that could be utilized in another way?

19. If Bureau of Indian Affairs decided, more or less unilaterally, to cease supporting the school financially, what alternatives are there?

20. If the school has no single source of financial support to count on, what is it doing legally to established ties with a dependable source whether it be the state, local tax, government grants or private foundations?

21. Is the school considering closer ties with the state or Bureau of Indian Affairs in its future plans? If not, why? What kind of support can the reservation and local Navajo communities offer?

22. Can the school look toward the Navajo tribe for any kind of assistance? If not, why not?

23. Is the school considered or considering campaign fund drives from the surrounding Industries and businesses? What about private donations? Why not a special Indian student program traveling throughout surrounding non-Indian communities to secure funds?

24. Is the school too independent for any kind of outside assistance?

25. What is the school doing to establish a closer communication with other community control schools to exchange ideas and meaningful dialogue?

## COMMUNITY EDUCATION AND LOCAL CONTROL

1. McKinley, Francis and Stephen Bayne and Glen Nimicht "Who Shoudd Control Indian Education?" Far West Laboratory for Educational Research and development, Berkeley, California, 1969.

   An excellent report - examines what happened to Indian communities who attempted to gain control and make decisions about the education of their children; case studies included.

2. Wax, Murrary and Rosalie H. Wax, Robert Dumont Jr., "Formal Education in an American Indian Community." (Society for the study of Social Problems, 1964).

   A classic study in Indian Education.

3. Wolcott, Harry. "A Kwakiutl Village and School." (New York: Holt, Rhinehart and Winston, 1967). (Paperback).

4. Roesell, Robert A. Jr. "Indian Communities in Action." Tempe: Arizona State University Press, 1967) "An Overview of the Rough Rock Demonstration School." Journal of American Indian Education VII 2, pp. 1-6, 1968).

5. Erickson, Donald A. and Henrietta Schwartz. "Community School at Rough Rock." OEO Contract No. B89-4534.

## EDUCATIONAL LABORATORIES

The following educational laboratories have conducted special studies, developed texts and curricular materials, run special research programs in Indian education, and lend legal assistance and interpretation to Indian people.

a. National Indian Training and Research Center
   510 Lindon Lane
   Tempe, Arizona 08521

b. American Indian Historical Society
   1451 Masonic Avenue
   San Francisco, California 94117

c. ERIC Clearinghouse on Rural Education
and Small Schools
Box 3AP, New Mexico State University
LAs Cruces, New Mexico 88001

d. NAACP Legal Defense and Educational Fund, Inc.
10 Columbus Circle
New York, N. Y. 10019

e. The Center for Law and Education
Harvard University
Cambridge, Massachusettes

f. Far West Educational Laboratory for Research
and Development
1 Garden Circle - Hotel Claremont
Berkeley, California 94705

g. Northwest Regional Educational Laboratory
400 Lindsay Building
710 Southwest Second Avenue
Portland, Oregon 97204

h. Southwestern Cooperative Educational Laboratory
117 Richmond Drive, N. E.
Albuquerque, New Mexico 87106

i. Upper Midwest Regional Educational Laboratory
2698 University Avenue
St. Paul, Minnesota 55114

j. South Central Regional Educational Laboratory
Box 841
Little Rock, Arkansas 72201

k. Department of Interior
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20242

l. David Getches
Native American Rights
2527 Dwight Way No. 7
Berkeley, California 94707
Telephone No. AC 415-845-5767

I. Steps in Starting a Community College

Curriculum and Instruction

Steps in starting a community college in the field of curriculum and instruction. These steps must be regarded as a general guide only, not as directive prescriptions. Similarly, policies, problems, and procedures differ from one geographic area to another, from one region to another and from state to state.

1.. Determine the purpose of the college.

2. Assemble available data on community and its characteristics relevant to curriculum planning.

3. Establish and organize an advisory committee or subcommittee on curriculum compose of local citizens.

4. Make survey of interests, needs, and goals of high school pupils.

5. Make survey of interests and needs of citizens of community for adult education.

6. Use findings of community survey to help determine educational needs of the community and adults -- business, industry, agriculture, general service.

7. Use findings of survey of high school students to determine educational needs of students.

8. Report to advisory committee on curriculum, available data and findings of community and high school surveys.

9. Cnnsult with officials responsible for existing programs of adult education, high schools, or extension division of a senior institution, as a basis for avoiding undesirable duplication or overlap of offerings.

10. Identify fields in which instruction is needed in community and prepare report for advisory committee.

11. Have advisory committee recommend to the president, and he to board of trustees or regents, fields of instruction to be offered.

12. Have board of trustees or regents determine field of instruction to be offered.

13. Organize and establish citizens advisory committee in each of the technical-vocational fields of instruction to be offered.

14. Have these advisory committees recommend to president, and he to board, courses to be offered in each technical-vocational field and other major fields.

15. Identify courses required to meet needs of students who will transfer to senior institutions.

16. Check to determine legal requirements for graduation.

17. Determine the type of general education program to be offered, including approach to general education and specific offerings.

18. Decide upon requirements for graduation.

19. Determine which courses are needed for adults in the evening program aside from regular day program.

20. Formulate proposed list of courses to be offered.

21. Write a brief outline of each proposed course.

22. Study curriculum standards of regional accrediting agency.

23. Secure approval of courses from board.

24. Secure approval of courses from state board of education if applicable.

25. Establish policy regarding class size.

26. Establish faculty curriculum committee.

27. Make plans and establish procedures for curriculum evaluation.

28. Secure from instructors lists of books recommended for purchase by library.

29. Secure from other sources lists of books for purchase by library.

30. Provide library service for both day and evening program.

31. Establish plans for evaluating instruction.

32. Establish plans for improving instruction.

33. Determine length of college day or evening.
    Note: Some colleges, during their initial stages, hold classes on high school campuses and, therefore, hold classes only in evenings and perhaps late afternoons.

34. Determine length of college year.

35. Plan and develop catalog.

36. Publish catalog.

37. Publish schedule of classes for day and evening program.

38. Open college for instruction.

39. Determine whether summer session is needed and determine method of selecting instructors for summer session.

40. Announce summer session.

41. Publish summer session catalog.

42. Begin necessary preparation for requesting accreditation by regional accrediting agency.

## II. Student Personnel Services

Steps in starting a community college in the field of student personnel.

1. Determine admission qualifications.

2. Determine probation and retention standards.

3. Prepare bulletins and announcements about the college and its programs.

4. Circulate these bulletins and announcements to high school students and others throughout the community.

5. Visit high schools to explain the community college and its program to students.

6. Plan for out-of-class student activities.

7. Plan for student government organization.

8. Decide whether to participate in intercollegiate athletics during the first year of classes.

9. Plan and conduct an orientation program for students.

10. Establish a plan for registering students.

11. Decide whether to use data processing equipment in registration and, if so, what type.

12. Develop a plan of forms and records for student personnel services.

13. Plan counseling program.

14. Establish policies on counseling load and assignments, including the use of full-time counselors or teacher-counselors.

15. Develop and establish a testing program.

16. Provide books, pamphlets, and other printed materials in counseling center, describing opportunities for extended education and employment.

17. Develop and establish a parking plan for student vehicles.

18. Plan and provide eating facilities for students.

19. Plan and establish a program of student loans and scholarships.

20. Prepare and publish a student handbook.

21. Establish a plan for administering the finances of student government and other student organizations.

22. Establish and carry out plans for follow-up studies of former students in senior institutions or place of employment.

23. Establish policies and a plan for placement services, including placement of students in part-time employment
24. while in college, and in full-time positions when they leave.

24. Establish a bookstore.

25. Determine extent and nature of medical services to be offered by college and provide them.

## III. Staff Personnel

1. Establish lines of administrative relationship between the president of the college and the board of trustees or other legally constituted agency to which he is responsible.

2. Employ secretary for president.

3. Determine when to appoint a librarian.

4. Determine whether to appoint a business manager and when.

5. Determine whether to appoint a dean of instruction and when.

6. Determine whether to appoint a dean of student personnel and when.

7. Determine whether to appoint a dean of evening division and when.

8. Determine whether to appoint other administrators and when.

9. Determine whether to have a departmnnt, division or other type of faculty curriculum organization.

10. Determine whether to appoint department or division chairman and when.

11. Determine and state qualifications of each position.

12. Determine salary for each position.

13. Develop staff organization chart.

14. Establish policy regarding teaching load.

15. Determine number of instructors to be employed in each curriculum field.

16. Determine and state qualifications for each teaching position.

17. Determine background desired in instructors.

18. Give wide publicity to staff needs.

19. Develop application forms for instructors.

20. Determine areas of secretarial-clerical responsibiiity to be staffed.

21. Determine areas of maintenance and related areas of responsibility to be staffed.

22. Develop plan for supervising instruction, including the evaluation of instructors.

23. Establish staff personnel record system.

24. Assign office space to instructors.

25. Provide staff lounge.

26. Provide staff cafeteria or lunch room.

27. Devise system for issuing keys to staff.

28. Decide format and purposes of faculty meetings.

29. Develop policies and procedures for staff participation in program planning.

30. Establish necessary faculty committees, standing and ad hoc.

31. Determine fringe benefits to be provided staff members.

32. Determine criteria and procedures for placing faculty members on tenure.

33. Develop plans for faculty handbook.

34. Determine policy and plan for communication between administration and staff and between staff and citizens of local community.

IV. Finance

1. Project both the immediate and long-term enrollment of the college.

2. Establish salary schedule for professional and nonprofessional personnel.

3. Project number of instructors required and cost of salaries.

4. Project number of administrators required and cost of salaries.

5. Project cost of buildings and equipment required for college.

6. Project cost of operating and maintaining buildings.

7. Project cost of instructional supplies.

8. Determine tuition to be charged, if any.

9. Project income from student tuition.

10. Prepare collecge budget.

11. Decide whether to finance building program by tax override, bond issue, gifts, private donations, foundations, government grants and by other means.

12. Enlist campaign support of press, radio, television and other news media.

13. Organize citizen committees to conduct campaign in securing funds.

14. Provide posters, bumper strips, and other publicity materials

15. Evaluate campaign results.

16. Establish accounting procedures in accordance with legal requirements.

17. Develop policy, rules, and regulations for making requisitions and purchases.

18. Develop necessary financial forms, including warrants, requisitions and etc.

19. Establish accounting system for bookstore and food service.

20. Establish accounting system for student body funds.

21. Decide on and purchase insurance relating to fire, public liability, burglary, robbery, theft, forgery, student accident, automobile, glass breakage and etc.

22. Decide on student health insurance and make it available to students during registration.

V. Plant and Facilities

1. Provide temporary quarters for staff and students if instruction begins before construction of a permanent plant.

2. Rent or lease facilities for equipment storage.

3. Study the qualifications of available architects.

4. Select and appoint an architect.

5. Specify types of buildings and facilities required by the nature of the educational program.

6. Determine space requirements of buildings using enrollment projections.

7. Estimate construction costs of buildings.

8. Estimate architectural, engineering and legal costs of buildings.

9. Specify site criteria.

10. Estimate cost of site.

11. Invite appropriate bodies and agencies to advise on sites.

12. Select site and initiate legal action for site acquisition, if necessary.

13. Purchase site and analyze electrolysis of campus soil.

14. Have architects prepare preliminary drawings on basis of educational specifications.

15. Have architect submit drawings to college staff for criticisms, corrections, and revisions.

16. Have architect prepare working drawings.

17. Present plans and specificati n to board of regents or trustees.

18. Have the board approve or reject plans.

19. Have state division of architecture or other legally designated agencies approve plans and specifications.

20. Prepare bid forms and contracts.

21. Determine whether to select more than one contractor.

22. Call for bids.

23. Check quality of bidders.

24. Open bids.

25. Have architect advise administration regarding acceptance or rejection of bids of various contractors.

26. Award contract.

27. Prepare construction contracts and performance bonds with assistance of legal counsel and architect.

28. Begin construction.

29. Have architect direct the work of the contractors and generally supervise their work.

30. Have architect check shop drawings submitted by contractors to insure that materials supplied conform to specifications.

31. Select inspection team with advise of architect; make inspections.

32. Employ engineering firm to test materials and advise on conformity to legal requirements.

33. Have architect advise on necessary or desirable deviations from original drawings and specifications and make change orders.

34. Have architect and administrators check progress of work periodically and recommend that building be accepted and final payment made.

35. Have architect deliver drawings, specifications, guarantees, and instructions for use and care of equipment to the president.

36. Complete construction.

37. List spaces to be equipped.

38. Consolidate items of equipment in one bid list.

39. Have companies submit samples of equipment.

40. Advertise for bids on equipment.

41. Purchase equipment.

42. Install movable equipment.

43. Open buildings for use.

44. Hold Dedication exercises.

45. Provide for maintenance.

46. Check weaknesses or errors in planning.

VI. Community Services and Relationships

1. Identify the publics to reach.

2. Establish a public relations program.

3. Have administrative staff address community groups concerning the college.

4. Appoint public relations committee of staff members.

5. Prepare public relations budget.

6. Decide whether to appoint a community relations director.

7. Designate a staff member to serve as information coordinator in event a director is not appointed.

8. Decide whether to organize a community relations local citizens advisory council.

9. Organize channels of communication with the publics identified.

10. Encourage use of college facilities by community groups.

11. Include consultant services, speakers bureau, etc.

12. Invite public to student productions and activities.

13. Provide a lecture-concert series for the community.

14. Provide art and other exhibits for the community.

15. Involve staff personnel in community activities.

16. Make personnel available for community projects.

17. Encourage community resources in teaching.

18. Encourage college personnel to participate in community organizations.

19. Identify individual leaders in the community who are interested in the college.

20. Decide whether to form a club of parents, friends of the college, and staff personnel.

21. Name a staff member to sponsor and coordinate the club.

22. Hold organizational meeting of the club.

## RECOMMENDED BOOKS FOR CLASSROOMS AND TEACHERS

Through books such as the following we can begin to reorient our teaching about the Indians, a task which is long overdue.

Although there are no comprehensive account of the Indian cultural contributions, there are some commendable materials at all levels which place Indians in proper perspective.

1. Lower Grades: Tillie Pine's little book, The Indians Knew (New York: Whittlesey House, 1957).

2. Middle Grades: The Field Museum of Natural History's Children of Indian American and Plants that the American Indians Used. The Milwaukee Public museum nas a series of pamplets in the Lore Leaves series, of which Famous Indian Americans is one of the best.

3. Upper Grades and High Schools:
   A. Ruth M. Bronson, Indians Are People Too.
   B. E. Russell Carter, The Gift is Rich.
   C. David Munroe Cory, Within Two Worlds.
   The above are all published by Friendship House of New York.
   D. Thomas W. Wallbank and Arnold Schrier, Living World History, (Glenview, Illinois: Scott Foresman and Co., 1964). This is a high school world history text which gives an unusually comprehensive account of the cultural attainments of both the American Indian and non-western civilizations.
   E. Textbook and the American Indian, The Right To Be Indian, and Indian Historian - are all excellent for classroom use and all are published by American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California, 94117. The Indian Historian is published quarterly in January, April, August and November.

4. Adult and college students:
   A. Samuel Eliot Morison and Henry Steele Commager's, The Growth of the American Republic, (2 Vols. New York, Oxford University Press, 1962). While some texts begin the history of America with "the European background," this one begins with the native background, Indians are given credit for discovery of the new world and their contributions. It corrects old myths and omissions, and is clearly a superior book for classroom use in high school or college .

B. James Truslow Adam, Epic of America (Boston: Little, Brown and Co., 1937).

C. Vine Deloria Jr., Custer Died for Your Sins: An Indian Mani-Festo., (New York: Macmillan, 1969).

5. Every teacher should have the following books as valuable resource tools.
   A. Harold E. Driver, The Americas on the Eve of the Discovery, and Jack D. Forbes, The Indian in America's Past (both published by Prentice-Hall of Englewood Cliffs, N. J., 1964).

   B. Wilcomb Washburn, The Indian and the White Man, (Garden City, N.Y., Doubleday, 1964).

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   D. Rothstein, Charlotte S., "My Ungraded Elementary Classroom." Education Dialoque, Bureau of Indian Affairs, Washington, D. C., (1969).

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3. The Indian Impact on American Culture - General Treatment

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## ELEMENTS OF PROGRAM PLANNING AND PROPOSAL WRITING

The points made in the following discussion are general basic guidelines which are aimed at programs proposed for support under most government agencies and private foundations. It is an attempt to document some of the elements of program planning which are essential to the development of adequate programs and the writing of better proposals.

Proposal rejections based purely on reasons of insufficient funds have been very rare. They are largely declined for reasons of poor program planning, poor proposal preparation, or because proposed programs have not been within the categorical concerns of the particular agency.

Each applicant should secure and study a copy of program guidelines of a particular government agency, if it is government, before he plans his program or writes a proposal. If there is none available, then follow the general guidelines.

A proposal is the documentation of program planning. This means that it is the program planning rather than the proposal writing which is important. Program planning should follow a definite sequence of steps and both bad programs and poor proposals result when a program is developed in any other sequence. It should go without saying, then, that a proposal should follow that same format.

1. NEEDS:
What local, regional or national needs will be served. Provide specific backup data including any background information, problems, narratives, statistical data and etc.

2. OBJECTIVES:
How will stated objectives meet needs? After needs, problems and etc., are defined and the program planner knows precisely what problem or parts of a problem he seeks to solve, he must then begin to consider that which must be done to bring about that solution. The accomplishments to be achieved will be the program objectives. Objectives, if reached, will solve or eliminate the problems the program is designed to attack. Objectives must be thought of and stated in empirical terms. An objective that cannot be measured, will rarely be reached and therefore has little validity to a program designed to solve problems.

3. PROCEDURES:

Clear and detailed description of process, techniques, methods or ways to meet objectives, whether it be courses, practicum, selection of trainees and etc. This is the action plan that the applicant proposes to follow. It is the plan of action that tells proposal reviewers in the greatest possible detail exactly what the applicant considers to be an appropriate activity to meet his stated objectives.

4. EVALUATION:

Evaluation must reveal the degree to which program objectives are met. It must reveal the strengths and weaknesses of the procedures used in the program. It must give us guidelines for further program planning.

5. STAFF:

Qualifications for planning and implementing a successful program. These are people who will run the show. Some may be full-time and others may devote part of their time.

6. COMMITMENT:

Is there evidence of real commitment of staff, administration, faculty, students, local community or cooperating institutions in serving the need?

7. INNOVATION:

Does the proposed program offer high promise for improvement over past practices? or is it the same old thing?

8. FACILITIES:

What facilities will be utilized? Are classrooms, labs, dormitories, etc. satisfactory?

9. BUDGET:

Area all the dollars requested really needed to successfully implement the program? The budget for a proposed program should be a statement of the true and reasonable costs anticipated for the program described. Applicant should recognize that grants and contracts are paid on the basis of expenditures and that money not expended reverts to the United States Treasurey.

The best counsel to program planners is that they should plan each budget item within their own fiscal policies, using the same salaries, formulas, cost estimates, etc., that they would if they were planning a program within their own jurisdiction and using their own resources.

## List of National Foundations

1. Arrow, Inc., 1346 Connecticut Ave., N.W. Washington, D.C.

2. William H. Donnor Foundations, Inc., Franklin A. Johnson, President, 711 Lincoln Building, 60 East 42nd St., New York, N.Y.

3. The Field Foundation, 100 East 85th St. New York, N.Y.

4. W.K. Kellogg Foundation, Phillip E. Blackerby, President, 400 N. Ave. Battle Creek, Michigan.

5. Louis W. and Mauld Hill Family Foundation, Robert W. Bonine, Assistant Executive Director, W 975 First National Bank Building, Saint Paul, Minnesota.

6. Max C. Fleischmann Foundation, Julius Bergen, Chairman, 405 Union Federal Savings and Loan Assoc. Building 195 South Sierra St. Reno, Nevada.

7. The Luke B. Hancock Foundation, 770 Welch Road, Courtney J. Catron, Chairman of the board, Palo Alto, California.

8. Carnegie Corp. of New York, Barbara D. Finberg, Executive Associate, 437 Madison Ave. New York, N.Y.

9. The Ford Foundation, Siebhen Oppenheimere Program Officer, 320 East 43rd St., New York, N.Y.

10. Great Western United Foundation, Michael C. Moore, Program Director, Equitable Building, Denver, Colorado.

11. Humble Oil and Refining Co. Public Affairs Department, Legislative and Political Affairs, Kenneth P. Fountain, Coordinator, P. O. Box 2180 Houston, Texas.

12. Josiah Macy Jr. Foundation, 227 Park Avenue, New York, N.Y.

13. Presbyterian Medical Services, P. O. Box 2384 Jack Schacht, Development Director, Sante Fe, New Mexico.

14. Wieboldt Foundation, R.M. Johnson, Executive Director, 29 South La Salle St., Chicago, Ill.

15. New York Foundation, Bernard L. Friedberg, Senior Associate, 4 West 58th St. New York, N. Y.

16. The Glen Mede Trust Co., Allyn R. Bell, Jr., President, 1608 Walnut St., Philadelphia, Pennsylvania.

17. Richard King Mellon Foundation, Elston R. Law, Associate Director, 525 William Penn Pl., Pittsburgh, Pa.

18. The Arthur Vining Davis Foundation, William R. Wright, Executive Director Box 2238, Miami, Florida.

19. Raskob Foundation for Catholic Activities, Inc., Gerard S. Garey, Executive Secretary, 1205 Hotel Dupont, Wilmington, Del.

20. The Danforth Foundation, W. David Zimmerman, Vice President, 222 South Central Ave., St. Louis, Mo.

21. Rama, Inc., Suite 905, The Watergate Office Building, 2600 Virginia Ave., N. W. Washington, D. C.

22. Rosenberg Foundation, Mrs. Jackson Chance, Executive Director, 210 Post St., San Francisco, Calif.

23. Joint Foundation Support, Inc., Mrs. Elizabeth W. Troubh, Executive Director, 575 Madison Avenue, New York, N. Y.

24. The New York Community Trust, Miss Isabelle H. Sommerhoff, 415 Madison Ave., New York, N. Y.

25. The Cleveland Foundation, Greater Cleveland Associated Foundation, Seymour Slavin; Foundation Associate, National City Bank Building, Cleveland, Ohio.

26. The Kresge Foundation, William H. Baldwin, President, 211 Fort St. West,Destroit, Mich.

27. Boettcher Foundation, John C. Mitchell, Executive Director, 818 Seventeenth St. Denver, Colorado.

28. The Charles E. Merrill Trust, David A. Thomas, Administrator, P. O. Box 488, Ithaca, N. Y.

29. The San Francisco Foundation, L. A. White, Associate Director, 425 California St. San Francisco, California.

30. Phoebe Waterman Foundation, Inc., 330 Boulevard Building, Richard K. Bennett, 1819 John F. Kennedy Blvd., Philadelphia, Pa.

31. The United States Steel Foundation, Inc., Howard B. Barr, Vice President and Executive Director, 71 Broadway, New York, N. Y.

32. Lilly Endowment, Inc., Mr. John S. Lynn, General Manager, 914 Merchants Bank Building, Indianapolis, Ind.

33. The New World Foundation, Mr. Vernon Eagle, Executive Director, 100 East 85th St., New York, N. Y.

34. El Pomar Foundation, Mr. William Thayer Tutt, President, Broadmoor, Colorado Springs, Colorado.

35. The Louis Calder Foundation, Mr. Reinhold Dreber, Trustee, 10 Rockefeller Plaza, New York, N. Y.

36. The Andrew W. Mellon Foundation, Mr. Charles S. Hamilton, Jr. President, 140 East 62nd St. New York, N. Y.

37. Edward John Noble Foundation, Mr. Alger B. Chapman, Executive Director, 32 East 57th St. New York, N. Y.

38. Independence Foundation, Mr. Robert A. Maes, President, 2500 Philadelphia National Bank Building, Philadelphia 7, Pa.

39. Alfred P. Sloan Foundation, Mrs. Muriel P. Gaines, Assistant Secretary, 630 Fifth Ave., Rockefeller Center, New York, N. Y.

40. The Grant Foundation, Inc., Mr. Phillip Sapir, Director, 130 East 59th St. New York, N. Y.

41. Rockefeller Brothers Fund, Dana S. Creel, Office of the President, 30 Rockefeller Plaza, New York, N. Y.

42. Zale Foundation, Mr. Warren D. Bachelis, Executive Director, 3000 Diamond Park, Dallas, Texas.

43. Firststone Foundation, Mr. Joseph Thomas, Executive Director, 1225 West Market St. Akron, Ohio.

44. The Hazen Foundation, Paul J. Braisted, President, 400 Prospect St., New Haven, Conn.

45. Woodrow Wilson International Center for Scholars, Mr. Albert Meisel, Smithsonian Institution Building, Washington, D. C.

46. Charles Stewart Mott Foundation, Mr. C. S. Harding Mott, 500 Mott Foundation Building, Flint, Michigan.

47. Stern Fund, Mrs. Marilyn Klein, 21 East 40th St. New York, N. Y.

48. Avalon Foundation, New York, N.Y.

49. Babcock, Mary Reynolds, Foundation, Inc., Winston-Salem, N. C.

50. Bollignen Foundation, New York, New York

51. Field Foundation, Inc., New York, New York

52. The Ford Foundation, New York, New York

53. Gilcrease, Thomas, Foundation, Tulsa, Oklahoma

54. Great Northern Railway Foundation, St. Paul, Minnesota

55. Ittleson Family Foundation, New York, New York

56. Kaiser Foundation, Oakland, California

57. Kaiser, Henry J., Family Foundation, Oakland, California

58. Kress, Samuel H. Foundation, New York, New York

59. The Lannan Foundation, Chicago, Illinois

60. New York Foundation, New York, New York

61. Northern Pacific Railway Foundation, St. Paul, Minnesota

62. Rko General Foundation, Inc., New York, New York

63. Rockefeller Brothers Fund, New York, New York

64. Rockefeller Foundation, New York, New York

65. Sear-Roebuck Foundation, Chicago, Illinois

66. Union Pacific Railroad Foundation, New York, New York

AMERICAN INDIAN EDUCATION:

A Compilation of Statutes

1. Appropriations for Sectarian Schools Act of June 7, 1897 - Appropriations for Indian Service.

This act contains provisions for appropriations for the operations of the Bureau of Indian Affairs including support of schools. Its significance is drawn from the policy statement contained therein that no appropriations would be made in the future for the education of Indians at sectarian schools.

A similar measure was passed (Public Law 64-369) on March 2, 1917 which contained a policy statement that no further appropriations would be made to sectarian schools. Public Law 64-369 was amended on March 30, 1968 by Public Law 90-280 to allow Federal support for the education of Indian students in sectarian institutions of higher education.

2. Limitation of Support for Children of less than one-fourth Indian blood.

Public Law 65-159 - Act of May 25, 1918:

This act contains appropriations for the operation of the Bureau of Indian Affairs including support of Indian Schools. It has importance for the development in Indian Education because it provides that no funds may be used for support of the education of children who are less than one-fourth Indian blood.

3. Basis For Federal Support for Indian Education:

Public Law 67-86 - The Snyder Act of 1921 - November 2, 1921.

This act authorizes the Bureau of Indian Affairs, under the supervision of the Secretary of the Interior to direct, supervise and expand such funds as appropriated by Congress for the benefit, care and assistance of Indians in the United States for a broad range of purposes including land management, welfare and education.

This act provides the statutory base for a majority of the programs carried out currently by the Bureau of Indian Affairs, Branch of Education.

4. Citizenship:

Public Law 68-233 - Citizenship Act - June 2, 1924.

This act authorized the Secretary of the Interior to issue certificates of citizenship to Indians thereby making Indians citizens of the United States in which they reside.

The effects of this act with respect to Indian Education involved the responsibility of States for education of Indians. As citizens, Indians are entitled to receive a public education as are other residents of a state. Problems were involved, however, due to the tax-exempt status of Indian land and the tax resources available to a state.

5. Contracts With Public Schools:

Public Law 73-167 - Johnson-O'Malley Act April 16, 1934.

This act authorizes the Secretary of the Interior to enter into contracts with States or territories for the education, medical attention and social welfare of Indians. Contracts may be made with any State or territory or political subdivision thereof, or with any State University, college, or school, or with any appropriate State or private corporation, agency, or institution.

This act provides the basis for payments to public schools for the education of Indian children. Payments, are made for educational services and special services. The act was amended in 1936 by Public Law 74-634 which specified colleges, universities, and educational agencies, etc., as eligible parties for the contracts.

6. Navajo-Hopi Rehabilitation Program:

Public Law 81-474 Navajo-Hopi Rehabilitation Act - April 17, 1950.

This act contains provisions for a program designed to assist the Navajo and Hopi Indians in a broad range of projects. One of the provisions of the Act allows funds to be used for construction of school facilities. These funds were utilized as a part of the "Bordertown" project whereby children reside in Federal Indian school dormitories, and attend public schools. These children are generally from outside the State and locality in which the boarding school is located and therefore could not be counted for purposes of entitlement under P. L. 81-815 assistance for school construction in federally impacted areas. Payments were made to local educational agencies for construction of additional school facilities where necessary to house the additional children under the project.

The act included such as the following projects:

(1) Soil and water conservation and range improvement projects.

(2) Completion and extention of existing irrigation projects.

(3) Surveys and studies of timber, coal, mineral, and other physical and human resources.

(4) Development of industrial and business enterprises.

(5) Development of opportunities for off-reservation employment and resettlement.

(6) Roads and trails.

(7) Telephone and radio communication systems.

(8) Agency, institutional and domestic water supply.

(9) Establishment of a revolving loan fund.

(10) Hospital buildings and equipment, and other educational measures.

(11) Housing and necessary facilities.

(12) Leasing of tribal lands with approval of Secretary of Interior for public, religious, educational, recreation or business purposes.

(13) The right to adopt a tribal constitution.

(14) Establish Joint Congressional Committee to "....make a continuous study of the programs for the administration and rehabilitation of Navajo and Hopi Indians, and to review the progress achieved in the execution of such programs. Upon request, the committee shall aid the several standing committees of the Congress having legislative jurisdiction over any part of such programs, and shall make a report to the Senate and the House of Representatives, from time to time, concerning the results of its studies, together with such recommendations....and to appoint and fix compensation of such experts, consultants, technicians, and organizations thereof..."

7. Federally Impacted Areas:

Public Law 81-815 - Financial Assistance for School Construction - September 15, 1950.

Public Law 815 authorizes Federal financial assistance for construction by local educational agencies of urgently needed minimum school facilities in school districts which have had substantial increases in school membership as a result of new or increased Federal activities. Assistance is also authorized for construction of minimum school facilities by local

educational agencies for pupils residing on Federal property (principally Indian reservations). Eligibility is determined under Section 5 and 9 on the basis of the number of federally connected children and the rate of increase in the numbers of such children.

Under section 14, grants are authorized for construction of needed minimum school facilities when there is not a sufficient increase in the number of pupils to qualify under section 5. This involves mainly Indian children. Federal funds for construction of school facilities on federal property is provided under Section 10, and would be applicable to Indian reservations.

This act as passed in 1950, included Indian land within the definition of federal property and thereby included Indians as Federally connected children.

8. Public Law 81-874 - Financial Assistance for School Maintenance and Construction - September 30, 1950.

Public Law 874 authorizes federal assistance for school districts on which activities of the federal Government have placed a great burden. Under Section 3, school districts may receive assistance for children whose parents either live or work on federal property or both. (Indians who live on federal property and who are unemployed are considered with those who both live and work on federal property). Payment to the school district is based on the number of "Federally connected" children, and may be utilized by the district as if is determined to be needed.

Public Law 81-874 as passed under the definition of child specifically excluded Indian children who were eligible for "educational services" under an agreement, grant or contract with the federal government (primarily Johnson-O'Malley funds). It was amended in 1958 to change the definition of child and thereby include such children Indian children and allow payments under both the Johnson-O'Malley program and the impacted areas program for children.

9. Transfer of Federal Property:

Public Law 83-47 - Act of June 4, 1953.

This act authorized the Secretary of the Interior to transfer the right, title and interest of the United States in land and improvements which were used for school purposes to state or local governmental agencies or school authorities.

The act was amended on March 16, 1962 by Public Law 87-417 to increase the maximum acreage which may be transferred from 20 acreas to 50 acreas. This legislation could allow school buildings and property to be transferred to State or local educational agencies assuming responsibility for the education of the Indians in the State or local school district.

10. Vocational Education:

Public Law 84-958 - Adult Vocational Training Act of 1956 - August 3, 1956.

This act authorizes the Bureau of Indian Affairs to provide a program for Indians to help them obtain reasonable and satisfactory employment. The primary age category for this program is 18 to 35. The program includes vocational counseling and guidance, institutional training in various accupations and trades, on-the-job training, vocational training, and apprenticeship training.

This act provides the statutory base for the "employment assistance" or "relocation" program currently aperated by the Bureau of Indian Affairs in which Indians are trained in urban centers and are encouraged and assisted to find employment in the area.

11. Elementary and Secondary Education Act of 1965:

Public Law 89-10 - The Elementary and Secondary Education Act of 1965 as amended - April 11, 1965.

This act as amended through 1968 contains many provisions which apply to Indians. Indians meeting the specified requirements and attending public schools in local school districts would thereby participate in the programs in which their individual schools participate. In addition, under the following titles of the act, authorization is given to appropriate funds to the Secretary of Interior for use in Bureau of Indian Affairs schools:

Title I - provides financial assistance for the education of children of low-income familites. Entitlement is based on number of children considered "disadvantaged." Under section 103 payments to local educational agency with respect to out-of-state Indian children under special contracts with Department of Interior, this involves primarily the "Bordertown" project in which children from out-of-state live in a federal facility and attend local public schools.

Title II - establishes a program to provide grants for the acquisition of school library resources, textbooks, and other printed and published instructional materials for children and teachers in both public and private schools.

Title III -provides funds to carry out a program of grants for the planning, development, establishment or expansion of exemplary and innovative education programs that are not otherwise available. Some approved programs are guidance and counseling, remedial instruction, equipment for studying advanced subjects, the development of radio and television programs.

Title VI - provides for grants and contracts to develop improved opportunities for handicapped children.

Title VII - provides for imaginative elementary and secondary school programs designed to meet the special needs of children with limited Englsih-speaking ability. Grants may be used for palnning and developing bilingual educational programs, preservice and inservice training. It includes teaching materials and equipment designed to meet the special educational needs of children of limited English-speaking ability. Programs may include history and culture, associated with the language, adult education, and preschool programs.

Indians were not included under these titles of the act as it was passed in 1965. Amendments were made in the succeeding years to include Indians and authorization was made for a separate appropriation from which allotments would be made to the Secretary of Interior for use by the Bureau of Indian Affairs.

12. Student Loan Cancellation:

Public Law 85-864 - National Defense Education Act - September 2, 1958.

NDEA, title II, Student Loans, provides funds for loans to students for the purpose of continuing their higher education. These loans may be canceled at the rate of 10 percent per year for up to 50 per cent of the loan for those persons who teach in public or private nonprofit schools. In addition, those who teach in schools which are designated as schools in disadvantaged areas, may have 100 percent of the their loan canceled at the rate of 15 percent per year.

Teachers teaching in Bureau of Indian Affairs may have their loans canceled at the higher rate of 15 percent per year. The 15 percent per year cancellation was added by the Higher Education Act passed on November 8, 1965.

13. Teacher Corps:

Public Law 90-35 - Education Professions Development Act - June 29, 1967.

The Teacher Corps program has the purpose of strengthening the educational opportunities available to children in areas having concentrations of low-income families and encouraging colleges and universities to broaden their programs of teacher preparation. Teacher interns participate in the program for a period of two years during which time they receive college training and work in elementary and secondary schools with high concentrations of disadvantaged children. At end of two year program, the interns receive a master's degree.

Teacher Corps participants are assigned to work within the school system at the Bureau of Indian Affairs at Indian schools up to 3 per cent of the available Teacher Corps members are specifically allotted to the Bureau of Indian Affairs, Puerto Rico and Virgin Islands.

14. Headstart:

Public Law 88-452 - Economic Opportunity Act - August 20, 1964.

The Headstart program focuses upon preschool children to provide comprehensive health, nutritional, education, social and other services necessary to assist them in attaining their full potential. If further provides for the direct participation of the parents of children participating in the program. It is aimed at providing experiences to children primarily from low-income families to enable them to begin elementary school with a wider understanding at the world.

The language of the legislation is broad and does not specifically mention Indians as possible participants in Headstart programs. Currently, there are a great number of programs on Indian reservations providing services outlined above including parent participation in the development, conduct and overall program direction at the local level.

## SOME THOUGHTS ON EDUCATION

(1) We must get rid of the school in the community in order to make the community the school.

- Anne Age 11

(2) "In the world which is already upon us, the goal of education must be to develop individuals who are open to change, who are flexible and adaptive, who have learned how to learn, and are thus able to learn continuously. Only such persons can constructively meet the perplexities of a world in which problems spawn much faster than their answers. The goal of education must be to develop a society in which people can live more comfortably with change than with rigidity. In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old."

- Carl R. Rogers

(3) There are no dumb children; there are only poor schools.

(4) Emphasis should be upon a child's own way of learning - through discovery and explanation - through real experiences rather than abstract.

(5) The teacher's role must be that of a partner and guide in the learning process.

(6) The development of a personal philosophy, a basic set of values, is perhaps one of the most important of human achievements.

(7) To provide a mizimum learning experience for all students requires the involvement and support of the entire community.

(8) Schools should be compatible with reality. Compartmentalizing learning by teachers and administrators into artificial subject fields is contrary to what is known about the learning process.

(9) "There is only one subject-matter for education, and that is life in all its manifestations. Instead of this single unity, we offer children - algebra, from which nothing follows; geometry, from which nothing follows; science from which nothing follows; histrory from which nothing follows; a couple of languages, never mastered; and lastly, most dreary of all, literature, represented by plays of Shakespeare with philological notes and short analyses of plot and character to be in substance committed

memory. Can such a list be said to represent life, as it is known in the midst of living it? The best that can be said of it is, that is a rapid table of contents which a deity might run over in his mind while he was thinking of creating a world, and had not yet determined how to put it together."

- A. N. Whitehead

(10) "Unless school personnel themselves understand that learning should be enjoyable instead of frustrating, the educational climate is not likely to change.....It means taking the competition, the fear, and the pain out of our learning...The final test should not be something you write for two hours in a room, but how you behave, think, feel and perform...The climate and environment of our educational institutions is, in general, black and inhibiting when it should be free and stimulating."

- Don Davies, February 1969
Associate Commissioner for
Personnel Development,
U.S.O.E.

(11) "Childhood is not a purgatory or a basic training camp for the future hell or heaven of adulthood. Childhood has its own special beautiful qualities, which unfortunately, are erased systematically beginning with the first hour of the first day of kindergarten. The possibility for creativity, for imagination, for wonderment is methodically drilled out of the child by false regards for obedience, measurable answers, and standard responses to standard stimuli. And then the day comes when we congratulate ourselves for our educational efficiency and excellence by citing statistics that 96.7% of our high school graduates enter colleges, as if entering college is a reward for 12 or 13 precious years from our children's lives."

- Grant Beglarian

(12) Children want to communicate freely.
The schools repress communication.
Reading is communication.
To teach reading in our present schools is like trying to drive a car with the brakes locked.

(13) "All of the fancy rhetoric about education comes down to this: nothing is more important than an atmosphere of warmth and respect in the classroom and kids with a sense of the adventure of learning and teachers who believe deeply in the potential of the children, believe in their uniqueness and value."

- Mark R. Shedd
Philadelphia Schools

(14) "It is not of supreme importance that a human being should be a good scientist, a good scholar, a good administrator, a good expert; it is not of supreme importance that he sould be right, rational, knowledgeable, or even creatively productive of brilliantly finished objects as often as possible. Life is not what we are in our various professional capacities or in the practice of some special skill. What <u>is</u> of supreme importance is that each of us should become a person, a whole and integrated person in whom there is manifested a sense of the human variety genuinely experienced, a sense of having come to terms with a reality that is awesomely vast."

- Theodore Roszak

(15) "Obviously, the school that makes active children sit at desks studying mostly useless subjects is a bad school. It is a good school only for those who believe in <u>such</u> a school, for those uncreative citizens who want docile, uncreative children who will fit into a civilization whose standard of success is money.....

- A. S. Neill

(16) Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them....Indeed, the absence of fear is the finest thing that can happen to a child."

- A. S. Neill

(17) "The difference between training and teaching is that if you know what you're doing its training and if you don't know what you're doing, its teaching."

- B. F. Skinner

(18) "I don't know who discovered water, but I do know that is certainly wasn't the fish."

- Marshall McLuhan

(19) "I am thoroughly convinced that 95 per cent of all the 'academic learning' that goes on in public schools is meaningless blather to the children engaged in it. That the real lessons these children learn have to do with the unpleasantness of learning, the lack of joy in books, the grind of doing arthmetic, the drudgery of answering other people's questions instead of one's own, the vast distance between themselves and their teachers, between anything meaningful in their lives and their schooling. As one youngster expressed it to me: 'Being in school is like being on a bus; you sit there and watch the world go by, and you can't get off until three-fifteen.'"

"Until children have established their identity, they cannot and will not become genuinely involved in the pursuit of any academic discipline."

"Children, people, learn sensitivity and kindness when they have unlimited opportunity to relate with one another."

"...I can only conclude that they (the public schools) haven't changed much since I was in them, and that they are, in fact, very repressive....Children are lined up and shut up. They are the raw material with which the teachers work. The teacher has the responsibility and power to shape the child to his mold. This wouldn't be so bad if it weren't for the fact that somewhere along the way many, many teachers have lost, or never had, their sensitivity, their creativity, their artfulness."

- Ann Long
Vancouver - The New School

(20) "One of the reasons mature people stop learning is that they become less and less willing to risk failure."

- John W. Gardner

(21) "Considering the number of hours that [schools] have to fill, I'm surprised there is enough mediocrity to go around."

- Eric Sevareid

(22) "The first premise is that schools are meant for children, for their development, for their growth, and for their pleasure. Secondly, the development of children takes place in a transaction or interaction between student and teacher, a round certain materials and experiences that may collectively be called the curriculum.

It follows from these two simple guides that the success or failure of education is to be measured by what happens to children in this transaction.
The third assumption I make is that if children fail to develop and grow as we reasonably expect that they should, the shortcomings or errors are to be sought in the structure of the system and not in the innards of the children."

- Melvin Tumin

(23) "The goal of education is not to increase the amount of knowledge but to create possibilities for a child to invent and discover, to create men who are capable of doing new things."

- Jean Piaget

(24) "Educational inputs differ from generation to generation, but not very much. Mostly they are intended to make young people conform to whatever society they happen to have been born into. The system seldom teaches them to feel or to think. Much more important as educational inputs are the things that go on outside the classroom. The introduction of automobiles, radio, telephones, and television probably had more to do with the education of The Children of Change than anything learned from a teacher or textbook."

- The Children of Change

(25) "We really like children best only when they stop being children and become like us-adults. We don't like the noise youngsters make....We can't put up with their energy and we can't stand their messiness...what they want to know is often not at all what we want to teach them....Adults can't be bothered with what is child-hood's best way of learning..through first-hand experience and through their own personal exploration. We seem more and more determined to get children who will sit, who will be quiet, who will produce...conform...give up childhood and become little adults."

- Dr. James L. Hymes
University of Maryland

(26) Future Shock: Future shock occurs when you are confronted by the fact that the world you were educated to believe in doesn't exist.

(27) "Depresonalization is anti-childhood. Children are warm flesh and blood, all themselves, uncatalogued, unpredictable, unorganized. As the manipulators take over, it is hard to know who suffers more, the child who is being automatized or the automaton who struggles to do it."

- Eda J. LeShan

(28) The child who has been taught in school to stuff his head with facts, recipes, this is how-you-do it, is obsolete even before he leaves the building. Anything he can do, or be taught to do, a machine can do, and soon will do, better and cheaper.

The chief products of schooling these days are not what we need--inventiveness, flexibility, resourcefulness, curiosity, judgment, and a love of life and living things. They are instead stupidity, ignorance, incompetence, self-contempt and contempt of others, alienation, apathy, powerlessness, resentment, and rage.

We must get rid of the idea that education is different and separate from life, something that happens only in school, or when nothing else is happening. Everything that happens to us, everything that we do, educates us, for good or bad.

All teachers must have, like doctors with patients or lawyers with clients, the professional freedom to work with their students as they think best. We should do away with lesson plans, fixed schedules, required curricula, prescribed texts, censorship, supervisors--the whole deadening, humiliating, intimidating regime under which most teachers have to work.

People should be free to find or make for themselves the kinds of educational environments and experiences they want their children to have. Anything in law that makes this impossible or even very difficult should be changed. School is neither jail nor the Army.

We should abolish compulsory attendance laws. (Mississippi, for other reasons, already has.) A child, fully alive and alert, finding out what he wants to find out, learns more in an hour than most students learn in school in weeks or months. Schools are only one place, among many, where children can learn about and grow into the world. Let them compete with other educational resources for the time and attention of children.

We should abolish all certification requirements for teachers. They don't make teachers better, usually make them worse, and keep or drive many excellent people out of the profession.

We should abolish the required curriculum. Children want to learn about the world and grow into it; adults want to help them. Let their work together grow out of what the children need and want and what the adults have to give.

We should abolish all compulsory testing and grading, and the required use of so-called intelligence tests and other psychological prying. We should establish by law that any and all records of what a child does in school are the exclusive property of him and his parents and should go with him when he leaves the school.

We should abolish all legal requirements for schools. Parents should decide whether a school is right for their children; it is no one else's business.

Every school charging no tuition and open to all should be considered an independently run public school and entitled to tax support per pupil-day on the same basis as state-run schools in its district. There is no reason why the state should have a monopoly on public education.

We should radically revise all laws that deny children the right to work, travel, and live independently. Laws once passed protect children now oppress more than they protect. We should not deny any child the right to take part in society as fully as he wishes and is able.

Students of any age should be able to get academic credit, as some college students now do, for holding down a job, paying or volunteer. We tell children to go to high school to prove they can hold down a job; if they can do so without wasting years of time in school, why not let them? Better yet, schools should get out of the business of granting credentials as the proof, and only proof, of job-worthiness. Diplomas do not prove competence; why pretend any longer that they do.

Students, whose time is tazed by the schools, and who really know and care about them, should be able to serve on school boards, and to vote in school board elections.

In all schools, we should give much more time, money, and space for all the arts, and for developing physical strength, fitness, and skill. Sports, athletics, games are too important to be just for the varsity. In fact, our professionalizing of sports, down to the high school level, is the greatest enemy of general health and fitness that we have.

For part of people's lives, we tell them they can't get out of school. Once they are out, we tell them they can't get back in. Let people, of whatever age, use schools the way they use libraries, going in if and when they want, for their own purposes. All this talk about admissions requirements and standards has nothing to do with education or learning, but only with institutional vanity. The library, the theatre, the lecture hall, the museum, do not test people at the door to make sure they are good enough to use them. Why should schools?

- By John Holt

QUOTES BY GREAT INDIAN LEADERS

1. "Treat all men alike. Give them all the same law. Give them all an even chance to live and grow.

All men were made by the same Great Spirit Chief. They are all brothers.

The Mother Earth is the Mother of all people, and people should have equal rights upon it.

We only ask an even chance to live as other men live. We ask to be recognized as men.

Let me be a free man....Free to work, free to trade, free to choose my teachers, free to follow the religion of my fathers, free to think and talk and act for myself - and I will obey every law or submit to the penalty."

- Chief Joseph Of Nez Perce Indians 1879

2. "...they only way to stop evil is for all men to unite in claiming a common and equal right in the land...for it never was divided, but belongs to all. No tribe has a right to sell, even to each other, much less to strangers, who demand all, and will take no less....Sell a country! Why not sell the air, the clouds and the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?"

- Tecumseh - Shawnee
Speech at Ft. Knox, Tennessee
August 1810

3. "Much has been said of the want of what you term "civilization" among the Indians. Many proposals have been made to us to adopt your laws, your religions, your manners, and your customs. We do not see the propriety of such a reformation. We should be better pleased with beholding the good effect of those doctrines in your own practices than with hearing you talk about them or of reading your papers to us on such subjects. You say, "Why do not the Indians till the ground and live as we do?" May we not ask with equal propriety. "Why do not the white people hunt and live as we do."

- Old Tassel - Head Cherokee Chief
Address to Americans at treater negotiations 1870's

4. They made us promises, more than I can remember, but they never kept them but one: they promised to take our land, and they took it.

- Sioux Indian 1891

5. "I have heard talk and talk, but nothing is done. Good words do not last long until they amount to something. Words do not pay for my dead people. They do not pay for my country, now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words will not give me back my children. Good words will not make good the promise of your War Chief, General Miles. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves.

- Chief Joseph, Nez Perce Tribe 1879

6. "...Everytime someone says how good we Navajos are with our hands, I want to ask: Why not give us a chance to show what we can do with our minds?"

- Peter McDonald - Inaugural Address, January 5, 1971

7. "We used to live in the open air and were healthy. You told us to live in houses. We became sick. Now you tell us to again live in the open air. The whiteman has many minds."

- Minnesota Chippewa in response to rulings and changes of U. S. Government

8. "God Almighty made me; God Almightly did not make me an agency Indian, and I'll fight and die before any white man can make me an agency Indian."

- Sitting Bull

9. "Your speech written on the great paper, is to us like the first light of morning to a sick man, whose pulse beats too strongly in his temples, and prevents him from sleep. He sees it, and rejoices, but he is not cured."

- Speech of Chief of Seneca Nation to President of United States 1790

10. "The troubles spring from seed. The seed was sown long ago by the white man not attending truthfully to his treaties after a majority of

our people had voted for them. When the white man speaks, the government and the army see that we obey. When the red man speaks, it goes in at one ear and out of the other...".

- Sioux, address to Secretary of Interior
1891

11. "...But why would I mourn at the untimely fate of my people? Tribe follows tribe, nation follow nation, like the waves of the sea. It is the order of nature, and regret is useless. Your time of decay may be distant, but it will surely come, for even the white man whose God walked and talked with him as friend with friend, cannot be exempt from the common destiny. We may be brothers after all. We will see....I here and now make this condition that we will not be denied the privilege without molestation of visiting at any time the tombs of our ancestors, friends, and children. Every part of this soil is sacred in the estimation of my people. Every hillside, every valley, every plain and grove, has been hallowed by some sad or happy event in days long vanished...The very dust upon which you now stand responds more lovingly to their footsteps than to yours, because it is rich with the blood of our ancestors and our barefeet are conscious of the sympathetic touch...Even the little children who lived here and rejoiced for a brief season will love those spirits. And when the last Red Man shall have perished, and the memory of my tribe shall have become a myth among the white men, these shores will swarm with the invisible dead of my tribe, and when your children's children think themselves alone in the field, the store, the shop, upon the highway, or in the silence of the pathless woods, they will not be alone....At night when the streets of your cities and villages are silent and you think them deserted, they will throng with the returning hosts that once filled and still love this beautiful land. The white man will never be alone."

- Parts of speech by Chief Sealth -
Duwamish Suguamish Tribe at Treaty
Point Elliot, 1855

## Senator "Friends" of Indian People

The following is a sampling of United States Senators that have demonstrated their concern and interest in Indian education and Indian Affairs through legislative action, task force, research teams, supporters of Indian bills and claims, and etc.

1. Senator Edward Kennedy (Mass.) Telephone No. 202-225-4543
   United States Senate
   Suite 431
   Washington, D. C.

2. Senator Fred Harris (Okla.) Telephone No. 202-225-4721
   United States Senate
   Suite 254
   Washington, D. C.

3. Senator Walter Mondale (Minn.) Telephone No. 202-225-5641
   United States Senate
   Suite 443
   Washington, D. C.

4. Senator Allan Cranston (Calif.) Telephone No. 202-225-3553
   United States Senate
   Suite 2102
   Washington, D. C.

5. Senator George McGovern (S.D.) Telephone No. 202-225-2321
   United States Senate
   Suite 362
   Washington, D. C.

6. Senator Henry Jackson (Wash.) Telephone No. 202-225-3441
   United States Senate
   Suite 137
   Washington, D. C.

7. Senator John Tunney (Calif.) Telephone No. 202-225-3841
   United States Senate
   Suite 4115
   Washington, D. C.

8. Senator Montoya (N.M.) Telephone No. 202-225-5521
   United States Senate
   Suite 4109
   Washington, D. C.

9. Senator Fannin (Ariz.) Telephone No. 202-225-4521
United States Senate
Suite 140
Washington, D. C.

10. Senator Stevens (Alaska) Telephone No. 202-225-3004
United States Senate
Suite 304
Washington, D. C.

"INDIAN DESKS" OR DEPARTMENTS IN WASHINGTON, D. C.

1. Helen Scheinbeck — Telephone No. 202-963-3541
   Education for American Indian Office
   400 Maryland Avenue, S. W.
   U. S. Office of Education
   Washington, D. C. 20202

2. Madeleine Golde
   Office of Special Concerns
   Department of Education, Health and Welfare
   330 Independence Avenue
   Washington, D. C.

3. Indian Health Service
   Office of Director
   5600 Fishers Lane
   Parklawn Building
   Rockville, Maryland 20852

4. Director, Indian Community Action Program
   Office of Economic Opportunity
   Room 419
   Washington, D. C.

5. Rieves Nahwooksy
   Special Assistant for Indian Programs
   Dept. of Housing and Urban Development
   451 Seventh Street
   Room 5106
   Washington, D. C. 21210

6. Herman Narcho
   Special Assistant for Indian Affairs
   U. S. Department of Labor
   1741 Rhode Island Avenue, N. W.
   Room 1011
   Washington, D. C. 21210

7. Glen Landbloom - Indian Program Leader
   U. S. Department of Agriculture
   Extention Services
   Room 5406
   Washington, D. C.

8. Ralph Barney
Indian Claims Section Chief
Safeway Building
521 - 12th Street N. W.
Room 604 A
Department of Justice
Washington, D. C.

9. Ray Tanner
Special Assistant for Indian Affairs
EDA Indian Desk
U. S. Department of Commerce
Washington, D. C. 20230

10. Jim Bearghost
Education Director - Office of the Vice-President
National Council on Indian Opportunity
1726 Jackson Place N. W.
Washington, D. C. 20506 Telephone No. 202-395-3412

11. Jim Hawkins, Director
Educational Programs
Bureau of Indian Affairs
1951 Constitution Avenue
Washington, D. C. 20242 Telephone No. 202-343-2175

12. LaDonna Harris
Americans for Indian Opportunity
1820 Jefferson Place N. W.
Washington, D. C. 20036 Telephone No. 202-466-8420

13. Leo Vocu - Executive Director
National Congress of American Indians
1346 Connecticut N. W.
Room 312
Washington, D. C. 20036 Telephone No. 202-223-4155

## FEDERAL PROGRAMS

The following is a list of persons who administer Federal programs that recognizes and are sensitive to Indian education and involvement.

1. Margaret Moore
   Bilingual Education Programs/DHEW
   Room 4838
   Donohoe Building, 400-6th St. S.W.
   U. S. Office of Education
   Washington, D. C.
   Telephone No. 202-755-7674

2. Dr. Paul Carnell
   Division of College Support
   Bureau of Higher Education/DHEW
   Room 4064, ROB-7th and D St., S.W.
   U. S. Office of Education
   Washington, D. C.
   Telephone No. 202-962-3034

3. Ella Griffin
   Career Opportunities-Urban/Rural Branch
   Bureau of Educational Personnel Development
   Room 4621 ROB-7th and D St., S.W.
   U. S. Office of Education
   Washington, D. C.
   Telephone No. 202-963-4921

4. Bayard Clark
   Division of Adult Education Programs
   Room 5082 ROB-7th and D. St., S.W.
   U. S. Office of Education
   Washington, D. C.
   Telephone No. 202-963-4921

5. Patrick McGreevy
   Teacher Development Branch
   Room 3319 ROB-7th and D St., S.W.
   Bureau of Educational Personnel Development
   U. S. Office of Education
   Washington, D. C.
   Telephone No. 202-962-1926

6. Duston Wilson
Educational Leadership Branch
Room 3518-A ROB-7th and D St., S. W.
Bureau of Educational Personnel Development
U. S. Office of Education
Washington, D. C.
Telephone NO. 202-962-8046

7. Claricy Smith
Upward Bound-Division of Student Special Services
Bureau of Higher Education
Room 4642 ROB-7th and D St., S.W.
U. S. Office of Education
Washington, D. C.
Telephone NO. 202-963-3926

8. Perry Horse or Polly Meade
Talent Search and Special Services Branch
Bureau of Higher Education
Room 4656 ROB-7th and D St., S. W.
U. S. Office of Education
Washington, D. C.
Telephone No. 202-962-7150

9. Bill Labosco
Bureau of Elementary and Secondary Education
Division of Compensatory Education
FOB-6, 400 Maryland Avenue, S.W.
U. S. Office of Education
Washington, D. C.
Telephone No. 202-962-4483

10. Gerald M. Cherry
Division of Federally Affected Areas (P.L.-874)
Bureau of Elementary and Secondary Education
Room 2079, Donohoe Building, 400-6th St., S.W.
U. S. Office of Education
Washington, D. C.
Telephone No. 202-962-4203

11. William L. Stormer
School Construction Branch (P.L.-815)
Bureau of Elementary and Secondary Education
FOB-6, 400 Maryland Avenue, S.W.
Room 2089-G
U. S. Office of Education
Washington, D. C.
Telephone No. 202-962-3992

12. Hyrum Smith
Dropout Prevention Program
Room 4844, Donohoe Building, 400-6th St., S.W.
Bureau of Elementary and Secondary Education
U. S. Office of Education
Washington, D. C.
Telephone No. 202-755-7650

## EDUCATORS AND CONSULTANTS IN INDIAN EDUCATION

The following list is a sampling of persons associated with the education of Native Americans and could be called upon for assistance.

1. Dan Honani (Curriculum Specialist)
   112 Child Hall
   Harvard University
   Cambridge, Massachusettes 02138

2. Saul Blackman
   Community Enterprises In Programs, Inc.
   1761 First National Building
   Detroit, Michigan 48226
   Telephone No. 313-962-7829

3. Bert Corcoran, Superintendent
   Rocky Boy School District
   Rocky Boy Route
   Box Elder, Montana
   Telephone No. 406-395-2465

4. Jack Forbes or David Risling
   University of California - ABS c/o Walker Hall
   Davis, California 95616
   Telephone No. 916-752-2105

5. Patricia Locke
   American Indian Cultural Center
   3221 Campbell Hall - UCLA
   Los Angeles, California 90024

6. Helen Red Bird
   Oregon College of Education
   Monmouth, Oregon
   Telephone No. 503-838-1220 Ext. 357

7. Ada Deer
   2108 Church Street
   Stevens Point, Wisconsin

8. Roger Buffalohead
   c/o G. L. Giddings
   RFD # 1
   Elkhorn, Wisconsin
   Telephone No. 414-723-4503

9. Jim BearGhost
National Council on Indian Opportunity
1726 Jackson Place N.W.
Washington, D. C. 20506
Telephone No. 202-395-3412

10. Leonard Bearking
Project Director
National Indian Studies
Blackhills State College
Spearfish, South Dakota 57783

11. Ed Hinckley
T.R.I.B.E., Inc.
RFD # 1
Bar Harbor, Maine 04609

## FELLOWSHIP AND INTERNSHIP OPPORTUNITIES

1. White House Fellows:

   a. Purpose: to provide gifted and highly motivated young Americans with firsthand experience in the process of governing a Nation, and a sense of personal involvement in the leadership of society.

   b. Program Description:

      Fellows serve as special assistant to Cabinet Officers, and the staff of the President or Vice-President.

   c. Individual Requirements:

      Candidates should be between 23 and 35 years of age (Indians and non-Indians)

   d. Program Compensation:

      Up to $24,500

      For application write to:

      President's Commission on White House Fellows
      Room 1308
      1900 East Street, N. W.
      Washington, D. C. 20415

2. Washington Internship in Education (WIE)

   a. Purpose - to develop educational leaders who can think in policy terms about national issues and their relation to education and human goals.

   b. Program Description - contains both a work experience and an educational component. Interns are placed in a variety of jobs, ranging from assisting Congressman and Senators to preparing desegregation plans. Interns structure the educational component of the program in whatever manner they choose.

   c. Individual requirements - individuals should be between the ages of 25 to 40, with a minimum of a master's degree in any field and be committed to the improvement of American education in its broadest sense.

d. Program compensation - ranges from $8,000 to $14,000 with one-fourth tax exempt.

For application write to:

Washington Internship in Education
Suite 606
2000 L. Street N. W.
Washington, D. C. 20036

3. Robert F. Kennedy Fellowship Program

a. Purpose - to provide full-time technical assistance for poverty and minority groups at the community level and to provide leadership training for young people committed to social change.

b. Program Description - one half of the fellows are Technical Assistance Specialists, while the other half are Leadership Trainees. Technical Assistance Specialists work with existing community organiations, while leadership trainees serve with public officials, corporation executives, and experienced community leaders.

c. Individual requirements - young people in their twenties.

d. Program Compensation - $4,200 a year.

For application write to:

B. J. Stiles
Robert F. Kennedy Fellowship Program
1816 Jefferson Place N. W.
Washington, D. C. 20036

4. Leadership Development Program

a. Purpose - fellowships should enhance leadership so that fellows may improve the human conditions in the rural areas and small towns where they live.

b. Program Description - fellowship programs, usually lasting one year, generally combine activities such as internships, course work, visits to model projects, work experience, independent study, research travel, and writing.

c. Individual requirements - fellowships will not be offered to people who currently occupy recognized leadership positions. Rather emerging leaders are sought, especially when formally or informally they have demonstrated active commitment to local education or community interests. Priority is given to persons under 35 and without advanced degrees.

d. Program Compensation - the amount of fellowship is tailored to individual circumstances.

For application write to:

Ralph G. Bohrson
Program Officer
The Ford Foundation
320 East 43rd Street
New York, New York 10017

5. U. S. Office of Education Fellows Program

a. Purpose - to provide experience and training in educational realities on a national scale and at a federal level.

b. Program Description - brings together 20 promising educators from every section of the country and from all sectors of education to spend 10 months at the Office of Education in Washington, D. C. The background and personal interest of the fellows are the primary factors in deciding their assignments. Some fellows are placed in positions that have a broad overview of OE. Others are more inclined toward specialized program areas.

c. Individual requirements - applicants must show evidence of educational leadership qualifications. They must present recommendations from persons familiar with their abilities as educators. Candidates are selected in recognition of their past achievements, future promise and commitment to education, as well as intellectual ability. In recent years, U. S. OE Fellows Program has emphasized more representation by minority groups such as Indians, Spanish-Americans, Black Americans and etc. George P. Lee was the first Navajo to serve as an OE Fellow.

d. Program Compensation - between $10,000 to $13,000.

For applications write to:

Arizona: Region IX

Dr. Paul F. Lawrence
Phelan Building, 760 Market Street
San Francisco, California 94102
Telephone No. 415-556-4921

New Mexico: Region VI

Dr. George D. Hann
1114 Commerce Street
Dallas, Texas 75222
Telephone No. 214-749-2635

6. HEW Fellows Program

a. Purpose - to provide an opportunity for young, minority employees to participate in establishing HEW positions on major issues, formulating plans, developing programs and providing a source of representative minority group points of view on programs and projects throughout the Department.

b. Program Description: All fellows will serve, for at least one year, as Special Assistants to key officials in Office of Secretary and heads of HEW agencies. Fellows will meet periodically with the Secretary and other key Department staff for seminars and discussion.

c. Individual Requirements - candidates may be drawn from within or outside the Department of HEW.

d. Program Compensation - Grade levels are determined by the Fellow's current grade, if in Federal Service, or the highest grade for which he can qualify if not already a Federal employee.

For application write to:

Program Director
HEW Fellows Program
Department of Health, Education and Welfare
Washington, D. C. 20201

## LEGAL ASSISTANCE AND INTERPRETATION

1. Phyllis McClure
   NAACP Legal Defense Fund
   28 Connecticut N.W.
   Washington, D. C. 20036
   Telephone No. 202-833-1898

2. Kirk Kickingbird or Jim Sansaver
   Division of Legislation
   Bureau of Indian Affairs
   Department of Interior
   1951 Constitution Avenue
   Washington, D. C.
   Telephone No. 202-343-5706

3. Mark Yudof
   Harvard Center for Law and Education
   Harvard University - 38 Kirkland Street
   Cambridge, Massachusettes
   Telephone No. 617-495-4666

4. David Getches
   Native American Rights
   2527 Dwight Way No. 7
   Berkeley, California 94707
   Telephone No. 415-845-5767

5. Civil Rights Commission
   1900 East Street, N.W.
   Washington, D. C.
   Telephone No. 202-655-4000

6. National Advisory Council on the Education
   of Disadvantaged Children
   1717 H. Street, N.W.
   Washington, D. C. 20006
   Telephone No. 202-632-5221

## INDIAN PEOPLE

The following books are by or about Indian people that have some part devoted to school or the educational experience. The list is only selective, not comprehensive.

1. Monaday, N. Scott. "House Made of Dawn" (New York, Harper and Row) Pulitzer Prize Award for 1968 in fiction.

2. Deloria, Vine. "Custer Died For Your Sins: An Indian Manifesta" and "We Talk - You Listen." Both published by (New York: MacMillan 1969).

3. Forbes, Jack D. "The Indian in America's Past." (Englewood Cliffs, N. J. Prentice-Hall, 1964).

4. Steiner, Stan. "The New Indians" (New York: Harper and Row, 1968).

5. Schusky, E. "The Right To Be Indian" (The Indian Historian Press; Inc. 1451 Masonic Avenue, San Francisco, California, 1970).

6. Mitchell, Emerson Whitehorse and T. D. Allen. "Miracle Hill: The Story of a Navajo Boy." (University of Oklahoma Press, 1968).

7. Standing Bear, Luther, "My People the Sioux." (Boston, Houghton, Mittlin Co., 1928).

8. Doyawayma, P. and Carlson V. "No Turning Back." (Albuquerque: University of New Mexico Press, 1964).

9. Neiharett, John G., "Black Elk Speaks" (University of Nebraska Press, 1961).

## PERIODICALS AND INDIAN NEWSPAPERS

This is not a complete list of Indian newspapers and newsletter. It is just a sampling.

1. ABC-Americans Before Columbus, newsletter of the National Indian Youth Council, 3102 Central, S.E., Albuquerque, New Mexico 87106

2. NCAI-Sentinel, publication of the National Congress of American Indian, 1346 Connecticut Avenue, Washington, D. C.

3. Guts and Tripe, published by the coalition of American Indian Citizens, Box 18421, Capitol Hill Station, Denver, Colorado.

4. American Indian Law Newsletter, University of New Mexico School of Law, 1915 Roma Avenue, N.E., Albuquerque, New Mexico.

5. The Tundra Times, Box 1287, Fairbanks, Alaska 99701. It is owned, controlled and edited by Eskimo, Indian, Aleut Publishing Company.

6. Rosebud Sioux Herald, Rosebud, South Dakota.

7. Smoke Signals, Colorado River Indian Tribes, Parker, Arizona 85344.

8. The Native Nevada, Inter-Tribal Council of Nevada, Inc., East Second Street, Reno, Nevada 89502.

9. ONAS-Organization of Native American Students, newsletter by St. Paul's School, Concord, New Hampshire 03301. Carries information and commentary by secondary students.

10. Papago Indian News, Sells, Arizona.

11. The Indian Historian. Quarterly journal of the American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117. Annual Subscription $3.50. Superb periodical-excellent articles.

12. Indian Voices, Robert K. Thomas, editor, 1126 E. 59th Street, (University of Chicago), Chicago, Illinois 60637.

13. The Navajo Times, Box 428 Window Rock, Arizona 86515.

# A HANDY GUIDE TO FINANCIAL AIDS

# FOR CAREER STUDIES BEYOND HIGH SCHOOL

## INTRODUCTION

There are four sources of financial aid:

1. Colleges, Universities, or other post-secondary schools
2. Federal Programs
3. State Programs
4. Private Programs and Special Competition

## (1) COLLEGE FINANCIAL AID

The college or universities to which you apply will probably be a major source of assistance. To extend financial aid to the largest possible number of admitted students with financial need, colleges frequently put together financial aid packages which combine a grant, a loan, and a campus job. Normally, the colleges try to see that the packages meets your entire need.

The key person for you to begin working with as soon as you apply to the college is the Financial Aids Officer. Always apply for financial aids from the college at the same time you apply for admission. Check the college catalogue for specifics on college scholarships, loans, and jobs. Write to:

Financial Aid Officer
College of your choice

## (2) FEDERAL PROGRAMS

A large proportion of Federal funds for higher education is administered through colleges and other eligible institutions as part of their

regular college financial aid program. Four main assistance programs for college undergraduates are:

Educational Opportunity Grants. This is a program of direct awards ranging from $200 to $1,000 per year for full time, undergraduate study. The federal government provides the funds; the participating institution selects the student and establishes the amount to be awarded. Eligibility for this grant is based upon financial need and the cost of attending the institution. The award does not have to be repaid. Details and applications are available from the Financial Aids Officer at the college or university of your choice.

College Work-Study Program. Under this arrangement the student works part-time or during vacation (15 hours per week during the regular session and approximately 40 hours per week during the summer or other vacations). Work may be for the institution attended by the student or for an approved off-campus agency. To qualify for this program, a student must be enrolled or accepted for enrollment as a full-time student at a participating college and must show substantial need for the job and funds. Average earnings during a nine-month academic year are about $550. The institution arranges the job, rates of pay, supervision and other administrative aspects. Details about this program can be obtained from the Financial Aids Officer at the college.

National Defense Student Loan. This program provides funds for student enrolled on at least a half-time basis who need financial assistance to continue their education. Undergraduate students may borrow up to $1,000 per academic year, while professional or graduate students may

borrow up to $2,500 per year. Repayment and interest periods do not begin until nine months after the student finishes his studies. Interest is at the rate of 3 percent per year; repayment of principal may be extended over a ten-year period. Further information may be obtained through the Financial Aids Officer at the institution of enrollment.

Guaranteed Loans. The Guaranteed Loan program enables the student to obtain an educational loan from a bank or other commercial lender up to $1,000 per year for undergraduate students and $1,500 for graduate students. While he is enrolled in an eligible college, university, or technical school, a student from a family with an adjusted income of less than $15,000 a year pay no interest. Repayment of principal and half interest begins after the student has completed his course of study. The primary purpose of the loan, which is guaranteed by the federal government, is to make funds and loan insurance available to students who need and desire it. For more information write to:

Bureau of Student Aid
Department of Health, Education, and Welfare
Office of Education
Washington, D. C. 20202

Bureau of Indian Affairs.

In addition, the Bureau of Indian Affairs offers grants and loans to Indian students who need financial assistance to higher education. To be eligible, an Indian applicant must be at least one-fourth or more Indian blood, a member of a tribe served by the Bureau of Indian Affairs and reside on or near an Indian reservation or other Indian-owned, tax-exempt lands. (See list of Bureau of Indian Affairs in Appendix A.)

For further information write to:

Education Officer
BIA Area Office nearest your tribe enrollment

Upward Bound

This is a national pre-college program designed to motivate high school students to attain their academic potential through summer programs and follow-up programs during the academic year.

Students may be referred by teachers, counselors, or local welfare authorities. The academic institution conducting the program has final responsibility for student selection. For more information, contact your high school counselor or Upward Bound, Office of Economic Opportunity, Washington, D. C. 20505.

(3) STATE GOVERNMENT EDUCATIONAL ASSISTANCE PROGRAMS

Financial assistance programs are available in most states. These programs usually provide support in the form of a scholarship, grant or loan. Competition for scholarships and grants may be vigorous but the average student should be able to obtain some type of assistance. Eligibility requirements vary as do the amounts involved. Grants and scholarships may range anywhere from $200 to $2,000 per year; loans up to $1,000 or more. Each state is different and will have its own conditions. High school students should be able to obtain particulars from their principal or counselors; college or vocational students from the Student Aid Official at the institution they are attending or plan to attend. This information may also be obtained by writing to the State Department of Education at the state capitol in which the student resides. In states

where there is a Division of Indian Education, the student should definitely inquire here early in his search.

(4) LOCAL SOURCES

The student should not overlook opportunities offered by local groups and organizations, professional societies, civic and fraternal organizations, unions, religious groups, churches, PTA's and educational associations, business and industrial companies, veterans organizations should be thoroughly investigated. High school guidance counselors and administrators can be of much assistance to the student. The yellow pages of the telephone directory also may prove invaluable in identifying these organizations and societies.

## DEFINITION OF TERMS

Director of Student Aid:

Often referred to as the Student Aid Officer or Financial Assistance Director, this institutional employee handles funds and related financial programs to assist students in furthering their education. He should not be confused with the college bursar who deals primarily with other monetary affairs.

Fellowship:

Usually awarded to a graduate or post-graduate student for advanced study or research, this is generally an outright grant of money (or perhaps some other financial consideration). Academic ability and achievement are primary factors in the award.

Financial Assistance:

This comprehensive term refers to all types of direct or indirect financial aid including grants, scholarships, fellowships, and loans.

Grant:

This is usually a direct monetary award to the recipient without any return obligation. However, this word sometimes has a broad connotation and may also refer to a tuition discount, fee remission, and award for service performed (service grant-in-aid) or the like.

Higher Education:

This term refers to education beyond high school. In academic circles it is often synonomous with college or study beyond this level.

Institution:

As used in this source book, institution may refer to a technical institute, vocational school, college, university or professional school.

Loan:

There are various types of loans. This refers to money advanced to a student for payment of educational expenses. Repayment of the principal, plus interest, is expected within a reasonable and specified time.

Scholarship:

This is an outright award, grant, tuition remission, fee discount or similar assistance. No repayment or performance of service are required. High academic potential and achievement are prerequisites.

## FEDERAL GOVERNMENT ASSISTANCE AND PROGRAMS

### Adult Vocational Training and Employment Assistance.

This program, which is operated by the Bureau of Indian Affairs, provides occupational training and job placement services. Training may be received in food service and preparation, medical secretarial work, nursing, dental receptionist, auto mechanics, drafting and carpentry, etc. Costs for this training and maintenance are provided. To be eligible a participant must reside on or near federally supervised lands, be one-fourth degree or more of Indian blood, and be a member of a federally supervised tribe. Further information can be obtained from the Employment Assistance Officer at the nearest Bureau of Indian Affairs Office or at the Reservation Agency.

### College and University Study.

Financial assistance in the form of scholarship, grants and loans is available for higher education to Indian students in need. These funds are provided by the United States Government and are administered through the Bureau of Indian Affairs. (Scholarships vary according to the size of the initial appropriation, the number of students requesting assistance, and other related factors. Aid may range from $500 to $1,000 per year.) Students may pursue courses leading to degrees in any field. To be eligible an applicant must have one-fourth degree or more of Indian blood, be a member of a tribe served by the Bureau of Indian Affairs, and reside on or near an Indian reservation or other Indian owned tax-exempt land. Details are available from the Educational officer at the nearest Bureau of Indian Affairs office.

### Health Professions Scholarship Program.

This program provides financial assistance up to $2,500 per year to students to become physicians, dentists, osteopaths, veterinarians, optometrists, pharmacists, and podiatrists. Funds are allocated to the various professional schools participating in the program. Requirements for eligibility are citizenship, acceptance by the school, full time study in a course leading to a degree in the fields referred to above, good academic standing, and a real need for financial assistance. (Pre-professional students, interns, residents, and students seeking advanced training are not eligible for assistance under this program.) Additional information may be obtained from the Director of Student Aid at the particular school of interest. If information is not available at this source, write to Educational Scholarships, Bureau of Health Manpower and Training, National Institutes of Health, Bethesda, Maryland 20014.

### Health Professions Student Loan Program.

This program is much like the Health Professions Scholarship Program, only with financial assistance being provided in the form of

long-term, low-interest loans. Students may borrow up to $2,500 per academic year at an interest rate of three percent. Loans are repayable to the school over a ten year period which begins one year after you complete study. Interest begins to accrue at the time the loan becomes repayable. For further information on how to apply you should consult the Director of Student Financial Aid at the school where you intend to apply for admission, or write to Educational Scholarships, Bureau of Health Manpower and Training, National Institutes of Health, Bethesda, Maryland 20014.

Advanced Health Training.

Other graduate and post-graduate training is available from the Federal Government in various health areas-nursing (psychiatric, public health, administrative, rehabilitative), environmental health, preventive medicine and related research fields. Support initially appropriated, and duration of study. Information on these traineeships and fellowships can be obtained from the appropriate official, usually the Director of Student Aid (however on this level it may be the Administrator in charge of Advanced Study or the Research Grants Administrator), at the particular university or professional school. If information is not available at this source, write to the Office of the Surgeon General, USPHS, Department of Health, Education, and Welfare, Washington, D. C. 20201. Respective programs are referred to as the professional nursing program, public health traineeship program, the pre-doctoral and post-doctoral fellowship programs, and the program in research.

Public Health Training for American Indians.

Operated through the Division of Indian Health, U. S. Public Health Service, this program is exclusively for American Indians. After completion of training, the participants are employed in Indian Health Service facilities on Indian reservations. For more information write to any local office of the Division of Indian Health or the Division of Indian Health Headquarters, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20852.

Arts and Humanities Studies:

Grants for Progress in the Arts.

Matching grants for progress in the arts are offered to individual artists, non-profit art organizations, and official state arts agencies. For more information write to the National Endowment for the Arts, 1800 G Street, N.W., Washington, D. C. 20506.

Arts and Humanities Research.

Individual as well as universities, local school districts, and non-profit institutions may participate in this program which supports

research improving teaching in all arts. For more information, write to the Bureau of Research, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Opportunities in Librarianship.

Undergraduates and others interested in training for librarianships may qualify for grants covering cost of college courses plus stipends and travel and dependents' allowances. Information may be obtained from participating colleges or the Division of Library Services, Bureau of Adult Vocational Education, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Careers in the Physical Sciences:

Pre-College Education in Science.

Secondary school students may apply to institutions conducting Secondary Science Training Project. High school teachers of science and mathematics may apply to institutions conducting programs supported by the National Science Foundation. For more information write to the Division of pre-College Education in Science, National Science Foundation Washington, D. C. 20550.

Graduate Education in Science.

Graduate students and post-doctoral scholars in the sciences are eligible to apply for fellowships and traineeships. For more information contact the Division of Graduate Education in Science, National Science Foundation, Washington, D. C. 20550.

Water Pollution Control-Research Fellowships.

For more information write to the Federal Water Pollution Control Administration, Department of the Interior, 633 Indiana Avenue, N.W. Washington, D. C. 20242.

Nuclear Science and Engineering.

Post-doctoral fellowships in nuclear science and pre-doctoral fellowships in nuclear science and engineering are supported by grants from the Atomic Energy Commission. Direct inquiries to Dr. A. W. Zeigler, University Relations Branch, Division of Nuclear Education and Training, Atomic Energy Commission, Washington, D. C. 20545.

Space Science and Technology.

Pre-doctoral training programs in space science and technology are supported by grants from the National Aeronautics and Space Agency. For application, apply to the graduate school of your choice. For information

concerning participating institutions write to the Office of University Affairs (Y), National Aeronautics and Space Agency, Washington, D. C. 20546.

Teaching Careers:

National Teacher Corps:

An opportunity to earn a master's degree in tuition-free instruction is offered through the National Teacher Corps. It is open to teachers who hold a bachelor's degree and are interested in becoming teachers of the disadvantaged. Interns are paid the entrance salary rates of the school districts in which they serve, and receive free graduate instruction. For more information write to the National Teacher Corps, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

NDEA Institutes for Advanced Study.

These federally financed institutions are conducted every summer at colleges and universities in every state. Study is offered for teachers in 12 fields: History, geography, reading, English, English as a foreign language, economics, civics, industrial arts; and for teachers of disadvantaged youth, for school library personnel, and for educational media specialists. Participants pay no tuition and receive a weekly stipend plus family allowances. For information write to the Division of Education Personnel Training, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Prospective Teacher Fellowship Program.

The purpose of this program is to improve elementary and secondary school teaching by strengthening the preparation and improving the qualifications of college graduates committed to teaching careers. Fellowships are awarded for one to two years of graduate study leading to an advanced degree other than the doctorate. The award provides fo. a stipend of $2,000 for the first academic year, a similar amount for the second, and an allowance of $600 for each dependent. Tuition is also paid under the program.

Eligibility requirements are numerous. For more information write to the Graduate Academic Programs Branch, Bureau of Higher Education, Office of Education, Department of Health, Education, and Welfare; Washington, D. C. 20202.

Training for Instructors in Basic Adult Education.

Financial Aid is available to persons training to become teachers in basic education programs for adults. Eligibility requirements are flexible. Persons selected receive stipends and allowances for themselves and dependents. For more information write to the Division of

Adult Education Programs, Bureau of Adult and Vocational Training, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Special Summer Programs in Foreign Language and Foreign Area Studies.

The Office of Education contracts with institutions of higher education for special intensive summer programs offering graduate work in area studies and language, and undergraduate work in language only. For more information write to the Division of Foreign Studies, Bureau of Higher Education, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

National Teaching Fellowships.

This program makes it possible for highly qualified graduate students and junior faculty members from other institutions to serve in approved developing institutions. Candidates are nominated by the participating institutions. A fellow receives a stipend of up to $6,500 per academic year, plus $600 for each dependent. For further information write to the Division of College Support, Bureau of Higher Education, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Careers in Social Service and Aid to the Handicapped:

Social Work Careers.

Students interested in careers as social workers in public welfare programs should write to their state director of Public Welfare for information about stipends and fellowships offered through a federally supported grant program.

Vocational Rehabilitation Grants.

Traineeship grants provide specialized courses in rehabilitation for persons employed in serving the disabled. Grants are provided in fields closely related to rehabilitation of the disabled, such as medicine, nursing, physical and occupational therapy, psychology, rehabilitation counseling, social work, speech pathology, etc. Further information about rehabilitation research fellowships may be obtained through the Division of Training, Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Training of Professional Personnel for Care of Crippled Children.

This program provides grants to train professional personnel for health and related care of crippled children and those who are mentally retarded. The grants are made to public or nonprofit private institutions. For information contact the institution of your choice and the

Children's Bureau, Welfare Administration, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Programs for Teachers of the Handicapped.

Grants toward institutional costs are given to institutions of higher education to educate teachers and others who work with the mentally handicapped. Inquire through your college or Handicapped Children and Youth Program. Bureau of Elementary and Secondary Education, Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20202.

Higher Education for the Deaf.

Gallaudent College in Washington, D. C., which gets most of its support from the Federal Government, is the only college for the deaf in the world. It offers baccalaureate degrees in arts and sciences, with 22 major fields of study. A graduate department of education trains both deaf and "hearing" teachers of the deaf. For information write to the Dean of Admissions, Gallaudent College 7th and Florida Avenue, N.W. Washington, D. C. 20202.

Indian Health Service Training Programs.

The Alaskan Native Community Health Aide Training Program.

The purpose of this program is to develop Community Aides to provide elementary clinical care in the villages under the direction of a physician. Training consists of two weeks of general orientation at a local Service Unit hospital, followed by three weeks of basic health training at the Anchorage Hospital and two weeks internship at a Service Unit. A final three weeks of advanced instruction follows at Anchorage. Health Aides, are selected by village representatives. Requirements, which include the ability to communicate and knowledge of the culture, are also established by each village. Room, board, books, supplies, transportation, etc. are provided during this training. Further information may be obtained from the Alaskan village representatives or the Director of the Alaskan Area Indian Health Service (listed in Appendix B).

Social Work Associate Training Program.

This two-year program consists of on-the-job training and experience as well as formal academic study. Supervision and instruction, integrated with the responsibility for day-to-day social work functions, are provided by professionally qualified social workers in Indian Health Service hospitals and health centers. The program is open to Indian and Alaskan Native people, high school graduates, with effective command of the tribal language (which is essential) as well as English. A special interest to serve the Indian and Alaskan Native people, among other requirements, is also important. After completion of the course, the trainee is employed by the Indian Health Service. For further information,

write to Chief, Social Services Branch, Indian Health Service, 7915 Eastern Avenue, Silver Spring, Maryland 20910.

Supervisory Food Service Training.

This is a thirteen month training course in the principles and practices of hospital food service management. The first four months consist of training in residence at Sante Fe. This is followed by nine months of supervised on-the-job training in the employing hospital. (Satisfactory completion qualifies the employee for candidacy in the Hospital, Institution and Educational Food Service Society.) Requirements for eligibility include prior hospital food service experience, demonstrated potential for supervision, and present employment in an Indian Health Service hospital. Evidence of a good secondary education also is desirable, with preference given to high school graduates. The food service trainee will continue in regular employment status throughout the course. Room, board, transportation, books and supplies are provided. For pertinent essentials write to Chief, Nutrition and Dietetics Branch, Indian Health Service, 7915 Eastern Avenue, Silver Spring, Maryland 20910.

Community Health Representative Training.

This training is for a ten-month period. Such training is provided at (1) Intermountain School, USPHS Indian Health Center, Brigham City, Utah; (2) USPHS Health Center, Haskell Institute, Lawrence, Kansas; (3) USPHS Alaskan Native Hospital at Mt. Edgecumbe, Alaska. Applicants should be single, female, over seventeen years of age, possess one-fourth or more degree of Indian Blood, be enrolled tribal member or residents on or near a federally supervised reservation, and possess a high school diploma. A monthly stipend is provided to each student along with room, board, tuition, textbooks, and other supplies. Further information can be obtained by writing to Director, Dental Training Program, Intermountain School, USPHS Indian Health Center, Brigham City, Utah.

Sanitarian Aide Training.

A basic two-week short course in environmental sanitation is provided for Sanitarian Aides. This includes instruction in individual as well as community water and waste disposal systems, food protection and general sanitation. After additional experience and field work, an advanced two-week course is provided. Further information on this training is available from Chief, Office of Environmental Health, USPHS Indian Health Service, 7915 Eastern Avenue, Silver Spring, Maryland 20910.

Practical Nurse Training.

This one-year course at Albuquerque, New Mexico, for female high school graduates who are one-fourth (or more) degree Indian blood, among other requirements. Instruction is in the areas of basic anatomy and physiology, pathology as well as in patient care, practical nursing procedures, and related practices. Students are provided with tuition,

room and board and a monthly stipend. Additional information is available from the Director, Indian School of Practical Nursing, 1015 Indian School Road, N.W. Albuquerque, New Mexico.

Advanced Practical Nurse Training.

Advanced training in Public Health Nursing (at Shiprock, New Mexico) and a refresher course in clinical nursing (at Rapid City, South Dakota) are conducted on a regular basis for practical nurses already employed by the Indian Health Service. Both types of training are approximately three months in duration. The purpose of the former is to prepare the practical nurse to function as an assistant to the Public Health in certain areas of responsibility. The purpose of the latter (clinical refresher) is to upgrade the practical nurse assigned to a hospital. Further information can be obtained from the Director of Nursing at the Indian Health Service hospital where the practical nurse is employed or from the Chief or Nursing in the Area Office.

Nursing Assistant Program: On-the-job Training.

These Indian Health Service employees comprise a large segment of the nursing personnel and are frequently locally recruited Indian women. Training consists of basic nursing care techniques and procedures. For information on employment, as a nursing assistant, which includes this training, applicants may contact or write to the Director of Nursing at any Indian Health Service hospital or any Area Office.

Medical Records Technician Training.

This is a two-year program at accredited colleges offering the associate degree in Medical Records Science. To qualify an applicant must possess one-fourth or more degree of Indian blood, should be over 17 years of age, be a graduate of an accredited high school, and also be proficient in typing and English. Both male and female students will be considered. Those accepted for training will receive room and board, tuition, books, supplies and a monthly stipend to cover incidentals. For further details, write to Chief, Health Records Education, Indian Health Service, 7915 Eastern Avenue, Silver Spring, Maryland 20910, or Chief, Health Records Education, Indian Health Service, Suite 2, 1608 East Earll Drive, Phoenix, Arizona 85016.

Radiologic Technologist (X-ray) Training.

This is a twenty-four month training program at Gallup. Candidates should be over 17 years of age, possess a high school or equivalency diploma, and be one-fourth or more degree of Indian blood. Passage of a Federal Civil Service physical examination is required. Housing, meals, uniforms, textbooks,and other supplies plus a stipend are provided. Graduates will be assisted with placement as in all of the other training programs. Further information and applications may be obtained from the Director, School of Radiologic Technology, USPHS Indian Hospital, Gallup, New Mexico.

## COLLEGES AND UNIVERSITIES WITH INDIAN ASSISTANCE AND SCHOLARSHIPS

A number of colleges and universities offer special scholarships and assistance for American Indian students. These institutions are:

ALASKA

Alaska Methodist University: Anchorage, 99501. (Aleuts, Indians and Eskimos)

University of Alaska: College, 99735. (Alaskan Natives)

Sheldon Jackson Junior College: Sitka, 99835. (Alaska Natives)

ARIZONA

Arizona State University: Tempe, 85281. (Arizona Indians)

Grand Canyon College: Phoenix, 85000.

Navajo Community College: Many Farms, 86503.

Northern Arizona University: Flagstaff, 86001.

University of Arizona: Tucson, 85700. (Arizona Indians)

COLORADO

Colorado State University: Fort Collins, 80521.

Fort Lewis College: Durango, 81301.

University of Colorado: Boulder, 80302.

CONNECTICUT

Wesleyan University: Middletown, 06457.

Yale University: New Haven, 06520.

ILLINOIS

Roosevelt University: Chicago, 60605.

University of Illinois: Urbana-Champaign, 61803.

IOWA

Grinnel College: Grinnell, 50112. (men only.)

KANSAS

Friends University: Wichita, 67200.

Fort Scott Junior College: Fort Scott, 66701.

KENTUCKY

Union College: Barbourville, 40906 (Eastern Cherokees)

MARYLAND

Maryland Institute, College of Art: Baltimore, 21200.

MICHIGAN

Bemidji State College: Bemidji, 56601.

Gustavus Adolphus College: St. Peter, 56082.

Macalester College: St. Paul, 55101.

University of Minnesota, Morris Branch: Morris, 56267.

Also State aid for resident Indians for colleges, business, technical, and vocational education. Contact Director of Indian Education, State Department of Education, State of Minnesota, St. Paul, 55101.

MONTANA

Rocky Mountain College: Billings, 59101.

Also State aid for Montana Indian residents to attend Montana's State operated colleges. Apply to supervisor of Indian Affairs, Department of Public Instruction, State of Montana, Helena 59601.

NEW HAMPSHIRE

Dartmouth College: Hanover, 03755.

NEW JERSEY

Fairleigh-Dickinson University: Rutherford, 07070.

NEW MEXICO

University of New Mexico: Albuquerque, 87100.

NEW YORK

Cornell University: Ithaca, 14850 (New York State Indians)

Wells College, Auroa, 13026.

Hartwick College: Oneonta, 13820.

Also State grants for resident Indians to pursue post secondary education in the State. Contact Chairman, Student Aid for Indian Youth, Division of Education, State Education Department, University of the State of New York, Albany 12200.

NORTH DAKOTA

North Dakota State School of Science: Wahpeton, 58201.

University of North Dakota: Grand Forks, 58201.

Also State Indian scholarships for resident Indians. Contact Director of Indian Education, Department of Public Instruction, Bismarck, 58501.

OHIO

Baldwin-Wallace College: Berea, 44017.

Western College for Women: Oxford, 45056.

Wilmington College: Wilmington, 45177.

OKLAHOMA

Bacone College: Bacone, 74420.

Oklahoma City University: Oklahoma City, 73100. (The McKinley Billie Fund for Chickasaw-Choctaw students at Oklahoma City University)

St. John's Hospital School of Nursing: Tulsa, 74100.

University of Oklahoma: Norman, 73069.

OREGON

State aid for resident Indians for post secondary education. Contact Director of Indian Education, Oregon State Department of Education, Salem, Oregon.

PENNSYLVANIA

Dickinson College: Carlisle, 17013.

Haverford College: Haverford, 19041.

Temple University: Philadelphia, 19122.

University of Pennsylvania: Philadelphia, 19104.

SOUTH DAKOTA

Huron College: Huron, 57350.

University of South Dakota: Vermillion, 57069.

Also State aid for resident Indians to attend four-year colleges in South Dakota. Contact Director of Indian Education, Department of Public Instruction, State of South Dakota, Pierre, 57501.

UTAH

Brigham Young University: Provo, 84601.

VIRGINIA

Hampton College: Hampton, 23360.

WISCONSIN

Grants for resident Indians to attend State universities and technical training schools in Wisconsin. Contact Director of Indian Education, Department of Public Instruction State of Wisconsin, Madison, 54700.

## GRADUATE SCHOLARSHIPS

### Advanced-study Fellowships for American Indian Faculty Members

The Ford Foundation will award Advanced-study fellowship to a limited number of American Indian faculty members to study during the 1970-71 year for doctoral degrees. The fellowships are open to faculty members who are American citizens, have been teaching full-time for at least two years in an American college or university, have completed two years of graduate study, will be studying for a doctoral degree in the humanities, social sciences, and intends to continue teaching in a college or university. For further information, and an application write: Advance-study Fellowhips for American Indian Faculty Members, The Ford Foundation, 320 East 43rd St., New York, New York 10017.

### School of Social Work of University of Chicago

The School of Social Work of the University of Chicago has an undetermined number of graduate fellowships available for minority group students awarded on the basis of financial need and academic potential. For further information write: Mrs. Joan Massquoi, Assistant Dean of Students, School of Social Work, University of Chicago, Illinois.

### Edward A. Filene Good Will Fund

Each year Columbia University's School of Business grants five or six scholarships to minority students pursuing graduate degrees in Business Administration. The scholarship amounts to a $1,500 grant per year. For further information write: Columbia University, School of Business, New York, New York.

For information regarding fellowships and scholarships from other general sources you should consult the publications listed in Appendix D.

## BUSINESS AND INDUSTRIAL SOURCES

Many firms provide assistance for student educational programs. This aid may take various forms. Sometimes it is for children of employees. In other instances it is open to all, Indian and non-Indian. Because of the diversity and scope of these educational assistance programs, sources should be fully explored. Inquiries may be addressed to Educational and Scholarship Division of the particular company.

Some of the firms which offer educational assistance are:

Aluminum Corp. of America
1501 Alcoa Building
Pittsburgh, Pennsylvania

Armour Pharmaceutical Company
P. O. Box 1022
Chicago, Illinois 60609

General Motors Corporation
General Motors Building
Detroit, Michigan 48202

Humble Oil Company
P. O. Box 2180, Humble Bldg.
Houston, Texas 77071

Kroger Company
1014 Vine Street
Cincinatti, Ohio 45201

Lever Brothers
390 Park Avenue
New York, New York 10022

Merck, Sharpe & Dohme Co.
Division of Merck and Co.
West Point, Pennsylvania 19486

Mid-American Petroleum Corp.
P. O. Box 591
Tulsa, Oklahoma 74101

Procter and Gamble
Box 599
Cincinatti, Ohio 45201

Parke, Davis and Company
Campau Avenue
Detroit, Michigan 48232

Radio Corp. of America
30 Rockefeller Plaza
New York, New York 10020

Readers Digest
Pleasantville, New York

Sears Roebuck Corporation
925 South Homan Avenue
Chicago, Illinois 60607

Smith, Kline and French Co.
1500 Spring Garden Street
Philadelphia, Pennsylvania 19101

United States Rubber Corporation
1230 Avenue of the Americas
New York, New York

Westinghouse Electric Corp.
No. 3 Gateway Center
Pittsburgh, Pennsylvania 15230

## FOUNDATIONS: PROGRAMS CONCERNING AMERICAN INDIANS

### Alfred Sloan Foundation

The general purpose of this Foundation is the support and acceleration of the search for new knowledge. Science has been a traditional concern and interest. Liberal grants are made to recognized educational and research institutions and are administered by those institutions. Assistance and fellowships thus enable research and development of knowledge by students and scholars. Support has been provided in medicine, management, and for the general purpose of extending educational opportunities.

Address inquiries to: The Alfred P. Sloan Foundation
630 Fifth Avenue
New York, New York

### John Hay Whitney Foundation

Opportunity fellowships up to $3,000 yearly are provided for minority group college seniors, graduate or other students who plan to study in the humanities, the natural or social sciences or in the professions. This includes medicine and other health disciplines. The amount granted depends on the applicant's need, academic costs and related factors. Awards have been made to American Indian students. Consideration also will be given to candidates in non-degree programs and projects such as business administration, journalism, labor education, practical as well as formal academic work. Regular vocational training cannot be considered under this program. Address inquiries to:

The John Hay Whitney Foundation
111 West 50th Street
New York, New York

### Josial Macy Jr. Foundation

It is the general policy of this Foundation to concentrate on a few major areas for sufficient time to achieve program goals. Primary focus is on medical education. Grants are made to colleges, universities, and other professional and educational associations for research, educational improvement, support of various health programs and services, and professional development. Much work has been done with minority group education in medicine. Address inquiries to:

Josiah Macy Jr. Foundation
277 Park Avenue
New York, New York

### Ford Foundation

The Ford Foundation seeks to advance the quality of education and equalized educational opportunities at all levels. Funds are provided

for experimental, demonstration and developmental efforts to colleges and universities, school systems, non-governmental research agencies, national and community voluntary organizations. In recent years emphasis has been placed on overcoming the defects of education in deprived urban and rural areas; improving the management, financing, and leadership of educational institution; and strengthening college and university teaching, curricula, and organization. In 1968 grants to assist American Indians totaled more than $650,000. Address inquiries to:

The Ford Foundation
320 East 43rd Street
New York, New York

Rockefeller Foundation

Support is for general purposes of increasing educational opportunity for 11 Americans and includes help to minority groups, assistance for summer projects, aid for college and university programs, and general support for cultural development. Grants are made to educational institutions, organizations and groups- foreign and domestic. Address inquiries to: The Rockefeller Foundation
111 W. 50th Street
New York, New York

W. K. Kellogg Foundation

The aim of the Foundation is to administer funds for education and charitable purposes. It has emphasized experimentation and pilot programs toward solving human problems. Grants are initially made to institutions and agencies for the development of health, education, public affairs and agricultural programs. To be eligible, recipient organizations must be tax exempt under appropriate governmental regulations. Inquire: W. K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan

Carnegie Corporation of New York

Financial grants are made to colleges, universities, professional associations and organizations for programs in the areas of education and government. These include basic research, pre-school education, education for the disadvantaged, educational problem solving, and means for improving government at all levels. Inquire:

Carnegie Corporation of New York
437 Madison Avenue
New York, New York

Doris Duke Foundation

This Foundation no longer publishes bulletins or reports for distribution with reference to its activities and grants. However, according to Foundation officials, grants have been allocated for the health,

welfare and education of American Indians for many years. Each request or proposal is judged on its individual merits. For further information write: The Doris Duke Foundation
41 East 57th Street
New York, New York

The William H. Donner Foundation

This foundation has provided valuable contributions to education and the advancement of research in the areas of Canadian-U.S. Relations, and the American Indian. As well, commitment has been made to foreign policy research in an effort to support a balanced program of philanthropic commitments in a limited group of fields. The Foundation has made substantial contributions to Indian education and toward increasing Indian opportunities. For further information write:
The William H. Donner Foundation
60 East 42nd Street
New York, New York

Charles Eastman Fellowship

This award of $3,000 is sponsored by the Association of American Indian Affairs in conjunction with the Committee on Indian Health of the American Academy of Pediatrics. It is granted to an American Indian student entering the first year of medical school. Further information can be obtained by writing to the Committee on Indian Health of the American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Illinois 60204. Address further inquiries to:
The Association of American Indian Affairs
432 Park Avenue South
New York, New York

Edward A. Filene Good Will Fund for Negro and American Indian Students.

Each year Roosevelt University awards five $2,000 grants to needy American Indian or Negro students who have expressed an interest in pursuing a career in Business Administration. In awarding the grants preference is shown for juniors and seniors. For further information write: Roosevelt University, School of Business
436 S. Michigan Avenue
Chicago, Illinois

Louie Le Flore Scholarship Fund, Inc.

Makes funds available to needy Indian girl descendants of the Five Civilized Tribes of Indians in Oklahoma, for secondary education purposes and college training in such fields as nurses training, secretarial, teaching, homemaking, etc. Apply to the Chairman, Board of Trustees, Louie Le Flore Scholarship Fund, Inc., Muskogee Area Office, BIA, Muskogee, Oklahoma 74401.

Lutheran Church In American Education Fund

Makes grants to Lutheran Indian students who are recommended by Lutheran pastors or are attending Lutheran Church in America Colleges. Amount limited to $2,000 over a four-year period, for use in an accredited institution. Applications should be made to the LCA Education Fund, 231 Madison Avenue, New York, New York 10016.

Gaylord Foundation Scholarships

Scholarships of $500 are awarded periodically to Indian students from Arizona, New Mexico, and Oklahoma. They may be used for undergraduate study, graduate work, or vocational training in the school of the student's choice. Preference is given to applicants who plan to work among Indian people. Grants are renewable. Information may be obtained from Mr. E. K. Gaylord, Oklahoma Publishing Company, Oklahoma City, Oklahoma.

Indian Health Scholarship Fund

This scholarship fund, established and operated by employees of the Indian Health Service, provides aid to Indian students for study in the health fields. Information and applications may be obtained from the Indian Health Scholarship Fund, Indian Health Service, 422 South Main Street, Aberdeen, South Dakota 57401.

Maple Creek Willie Indian Scholarship

This assistance ranges up to $1,000 and is awarded to members of California tribes and their descendents who are high school graduates with ability, character and the need for financial assistance. These grants may be used in junior colleges, four-year colleges and universities, and in technical or vocational schools. Further information and applications may be obtained from the Scholarship Selection Board, Maple Creek Willie Indian Scholarship Fund, Director of Education, California Department of Education, Sacramento, California.

Sante Fe Foundation

This organization awards scholarships to high school students residing in states served by the Sante Fe Railway. The National Merit Scholarship Corporation which selects the award winners, provides the qualifying test for high school Juniors each year in various high schools throughout the country. The amount of each award is based on the students' need and often covers major expenses. Indian students taking these qualifying examinations should state that they are Indian and wish to be considered for the Sante Fe Foundation Scholarship. Information can be obtained from the local school principal or from the Sante Fe Railway, Albuquerque, New Mexico 87100.

United Scholarship Service

The USS helps American Indians in high and preparatory school, college and graduate study by providing financial assistance, counseling, guidance and placement. The scholarship awards help to meet major expenses of tuition, board and room, books and travel. These awards are made annually based on individual need, promise of a successful academic career and personal character. Information may be obtained by writing to United Scholarship Service, Inc., 300 East Speer Boulevard, Denver, Colorado 80203.

General Federation of Women's Clubs

The national organization does not have an Indian scholarship program. They are available, however, through local or district clubs and through the State Federations. Many states have very active programs for Indian students.

Requests for assistance should be made of local, districts or state units if applicants know these addresses; if not, letters of application should be sent to the headquarters of the General Federation of Women's Clubs, 1734 N Street, N.W., Washington, D. C. 20036, and such requests will be forwarded to the state president of the state from which the applicant comes.

Cherokee Historical Association, Inc.

The Association which sponsors the Cherokee drama, "Unto These Hills," the Oconaluftee Indian Village, and the Museum of the Cherokee Indian at Cherokee, North Carolina, makes educational loans available to members of the Eastern Band of Cherokee Indians who live on the reservation. Applications should be made to the Scholarship Committee, Cherokee Historical Foundation, Inc., Cherokee, North Carolina 28719.

Circus Saints and Sinners

The Pompano Beach, St. Petersburg and Miami, Florida, Tents of this organization of businessmen established a scholarship foundation in 1961 to provide scholarship aid for Seminole Indian students of the State of Florida. Information may be obtained from the Superintendent, Seminole Agency, 6075 Stirling Road, Hollywood, Florida 33024.

United Presbyterian Church in the U.S.A.

As a part of its larger program to assist underprivileged youth, this church group has a field office devoted to the counseling of American Indian youth of the Midwest and Southwest, to assist them in locating sources of scholarship aid; and to directed to the Reverend Roe B. Lewis, Field Counselor, the United Presbyterian Church in the U.S.A., 55 East Indian School Road, Phoenix, Arizona 85012.

Minnesota Indian Scholarship Committee

This Committee, comprised of interested citizens of Minnesota, State of Minnesota educational personnel, and Bureau of Indian Affairs educational personnel, coordinates the activities of State, Federal, educational, tribal and private organizations directed toward improving educational opportunities for Minnesota Indian youth.

Through the promotion of specialized counseling services and through the recruitment and coordination of financial aid resources, the Committee has been very successful in encouraging and assisting Indians to obtain post-secondary education.

Inquiries should be directed to: Minnesota Indian Scholarship Committee, c/o Guidance Consultant, Indian Education, Minnesota Building, 410 Minnesota Avenue, Bemidji, Minnesota 56601.

## LAW SCHOOL OPPORTUNITIES

### Council on Legal Education Opportunities

CLEO was established for the specific purpose of expanding and enhancing the opportunities to study and to practice law for members of disadvantaged groups. Its efforts have been aimed mainly at bringing about significant increase in the number of law students from these groups, to assist them financially and otherwise while in law school, and to increase career opportunities for them while in the legal profession. For further information write to: Council on Legal Opportunity, 863 Fair Street, S.W., Atlanta, Georgia 30314.

### Indian Law Scholarship Program at the University of New Mexico

The program is much like those operated by CLEO, but differs in that selected applicants attend an eight-week, pre-law summer session. Students are selected by tow basic criteria: (1) apparent aptitude for the study of law, and (2) identification as Indians and interest in Indians affairs. Candidates must have completed at least three years of college, or have already graduated from college. There is no prescribed undergraduated program for law students and students may apply regardless of their college major. For further information write Mr. Frederick Hart, Director, Indian Law Center, University of New Mexico School of Law, 1915 Roma, N. E., Albuquerque, New Mexico.

INDIAN TRIBAL GRANTS AND LOANS FOR COLLEGE STUDENTS

Acoma Pueblo (New Mexico)

Alaska Native Brotherhood (Alaska).

Blackfeet Tribe (Montana).

Cherokees of Oklahoma

Cheyenne and Arapaho Tribes (Oklahoma).

Coeurd'Alene Tribe (Idaho).

Colorado River Tribes (Arizona).

Colville Tribes (Washington).

Confederated Salish and Kootenai (Montana).

Crow Tribe (Montana).

Crow Creek Sioux Tribe (South Dakota).

Fort Belknap Tribes (Montana).

Fort Mohave (Arizona).

Fort Peck Tribes (Montana).

Hualapai Tribe (Arizona).

Hoopa Valley Tribe (California).

Hopi Tribe (Arizona).

Jicarilla Apache Tribe (New Mexico).

Kalispel Tribe (Washington).

Laguna Pueblo (New Mexico).

Lower Brule Sioux Tribe (South Dakota).

Mescalero Apache Tribe (New Mexico).

Minnesota Chippewa Tribe (Minnesota).

Moapa River Paiute Tribe (Nevada).

Navajo Tribe (Arizona).

Nez Perce Tribe (Idaho).

Northern Arapaho Tribe (Wyoming).

Northern Cheyenne Tribe (Montana).

Oglala Sioux (South Dakota).

Omaha Tribe (Nebraska).

Pojoaque Pueblo (New Mexico).

Papago Tribe (Arizona).

Prescott Yavapai (Arizona).

Pyramid Lake Paiute Tribe (Nevada).

San Ildefonso Pueblo (New Mexico).

Seneca Nation (New York).

Shoshone Tribe (Wyoming).

Shoshone-Bannock Tribes (Idaho)

Southern Ute Tribe (Colorado).

Spokane Tribe (Washington).

Standing Rock Sioux Tribe (North and South Dakota).

Umatilla Tribe (Oregon).

Ute Tribe (Utah).

Ute Mountain Ute Tribe (Colorado).

Warm Springs Tribes (Oregon).

White Mountain Apache Tribe (Arizona).

Winnebago Tribe (Nebraska).

Yakima Tribe (Washington).

PENDIX A: BUREAU OF INDIAN AFFAIRS AREA OFFICES

erdeen Area Office
0 Main South
erdeen, South Dakota 57401
05) 225-7343

adarko Area Office
deral Building
O. Box 368
adarko, Oklahoma 73005
05) 247-6231

buquerque Area Office
01 Central Avenue, N.E.
ı Box 8327
buquerque, New Mexico 87108
05) 843-3173

llings Area Office
5 N. 26th Street
llings, Montana 59101
06) 245-6315

neau Area Office
< 3-8000
neau, Alaska 99801
07) 586-7177

neapolis Area Office
1 Second Avenue, South
neapolis, Minnesota 55402
12) 725-2904

adquarters Office:

partment of Interior
51 Constitution Avenue, N.W.
shington, D. C. 20242

Muskogee Area Office
Federal Building
Muskogee, Oklahoma 74401
(918) 683-3431

Navajo Area Office
P. O. Box 1060
Gallup, New Mexico 87301
(505) 863-9501

Phoenix Area Office
124 W. Thomas Road
P. O. Box 7007
Phoenix, Arizona
(602) 261-4101

Portland Area Office
1425 Irving Street, N.E.
P. O. Box 3785
Portland, Oregon 97208
(503) 234-3764

Sacramento Area Office
Federal Office Building
2800 Cottage Way
Sacramento, California 95825
(916) 481-6100

APPENDIX B: INDIAN HEALTH SERVICE AREA OFFICES

Aberdeen Area
422½ South Main Street
Aberdeen, South Dakota 57401
(605) 225-7317

Albuquerque Area
Room 4005
Federal Office Building
and U. S. Courthouse
500 Gold Avenue, S.W.
Albuquerque, New Mexico 87101
(505) 843-2151

Alaska Area Native Health Service
P. O. Box 7-741
Anchorage, Alaska
(907) 277-3511

Billings Area
P. O. Box 2143
Billings, Montana 59103
(406) 245-6405

Oklahoma City Area
388 Old P. O. and Court House Bldg.
Oklahoma City, Oklahoma 73102
(405) 236-2698

Phoenix Area
801 East Indian School Road
Phoenix, Arizona 85014
(602) 261-3143

Portland Area
Multnomah Building
319 South West Pine Street
Portland, Oregon 97204
(503) 226-3741

Navajo Area
P. O. Box 188
Window Rock, Arizona 86515
(602) 871-4141